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ABSTRACT

The needs and characteristics of urban students at 10 urban U.S. colleges and universities were surveyed in 1983. Attention was directed to students' personal characteristics and educational and financial background, why students select and attend the institutions, and how students view programs and services. The campuses were primarily nonresidential schools representing the public and private sectors, as well as two- and four-year institutions. The institutions mainly serve local residents, especially part-time, adult, and working students. Nearly two-thirds of the students did not enroll directly after high school; almost 30 percent were transfer students. The availability of a specific course of study was a major factor in college selection. Half of the students who worked more than 21 hours per week were also enrolled full-time. Students were generally dissatisfied with how the institution communicated information about programs and services, and the schools lacked precise information on their students for planning programs and services. Appendices include: brief profiles of the 10 institutions, the survey form, and a guide for planning and administering the questionnaire, including information on the research design, a sample letter, and procedures for administering questionnaires to classes and for coding and analyzing the data. (SW)

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Today's Urban University Students: Part 1

Profile of a New Generation

Evelyn M. Davila, Project Director

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The College Board

Today's Urban University Students: Part 1

Profile of a New Generation

Final Report to the Ford Foundation
on the Urban University Study
by the Washington Office of the College Board

Evelyn M. Davila, Project Director

College Entrance Examination Board, New York, 1985

The College Board is a nonprofit membership organization that provides tests and other educational services for students, schools, and colleges. The membership is composed of more than 2,500 colleges, schools, school systems, and education associations. Representatives of the members serve on the Board of Trustees and advisory councils and committees that consider the programs of the College Board and participate in the determination of its policies and activities.

Additional copies of this report and its companion, *Today's Urban University Students: Part 2. A Case Study of Hunter College*, are available as a set and may be obtained from College Board Publications, Box 886, New York, New York 10101. The price for the set is $6.

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Foreword

Many colleges and universities located in urban centers were founded, or have since changed their mission, to serve the previously unmet educational needs of citizens living in the inner city. In the 1980s these institutions enroll a student population that is increasingly varied in age, ethnicity, economic background, and life circumstances. This report profiles a new generation of students attending urban-oriented colleges and universities.

A grant from the Ford Foundation to the Washington Office of the College Board supported a survey of students in ten selected urban institutions across the country. The survey, administered in 1983, set out to describe the needs and characteristics of urban students, how they approached higher education, and the problems they faced in entering and completing programs of study. What are the students' educational goals and aspirations? How do they use and what do they think of programs and services on campus? Among many things, the study suggests that older students, especially those with full-time jobs and families, need specially tailored academic programs and support services.

Improving the quality of decisions about campus programs and services requires good data. As the numbers and percentages of "new" students attending urban colleges and universities increase, staff engaged in long-range planning and those with immediate responsibilities will be wise to focus on ways to address the different needs of older and younger students, and be sure that they can answer the question, "Guess Who's Coming to College?," with facts. Decisions that affect older and younger students in extremely different ways will be powerful factors in the quality of education that these institutions can provide for all enrolled students and the extent to which they can fulfill their responsibilities to serve metropolitan communities.

Each institution participating in the study received an individual analysis of the data and findings. This summary report presents the collective results for all ten schools. The "slice of life" information provided by the survey should be of interest to administrators and faculty at other institutions as they plan courses, facilities, and support programs for the period ahead. Appendixes to the report provide the questionnaire and a detailed guide to its implementation for those who might wish to administer such a survey, or a variation of it, on their campuses.

The grant from the Ford Foundation also supported a case study of Hunter College and its use of survey research for accommodating an increasingly nontraditional student body. Hunter, not included in the sample of ten institutions covered in the College Board survey, conducted its own student survey between 1981 and 1983. The process and results of the Hunter experience are presented in a companion to this report, titled *Today's Urban University Students: Part 2. A Case Study of Hunter College*.

Evelyn M. Davila directed the project for the College Board. Barbara Waite and Ann Maust helped in planning and designing the questionnaire, Peter Tuckel analyzed the data, and Richard Lacey helped to write the final report. Pamela Christoffel and Carol H. Shulman also assisted in various phases of the project, and Charles Holloway made useful comments on drafts of this report. Diane Erving provided secretarial support.

This cooperative effort by the Ford Foundation, the College Board, and the participating institutions illustrates how the private sector can take important initiatives and provide leadership in conducting research of value to the education community, and of potential service to a whole new generation of urban learners.

Lawrence E. Gladieux
Executive Director
Washington Office of the
College Board

Highlights

1. The Urban University Study tested the perception that urban university students are predominantly "nontraditional," such as low-income students, educationally disadvantaged minorities, employed adults, and others who may need diverse special programs and support services. The study found that urban institutions lacked precise information on their students for planning programs and services and concluded that urban administrators should undergird their decisions with data describing the student populations to be served.

2. The study of ten public and private, two-year and four-year urban colleges and universities nationwide found that the most consistently significant characteristics determining students' responses to programs and services are age and related attributes, such as work and family responsibilities.

3. Nearly two-thirds of the students in the survey did not enroll directly after high school; almost 30 percent were transfer students. Most students in the survey reported that they had made their decision to attend college independently, claiming that it was not much influenced by high school counselors, employers, family, or friends.

4. The study showed that students decided to attend college primarily to enter or advance in a career, and availability of a specific course of study was a major factor in college selection. Most students, especially women with family responsibilities, chose to study in fields directly related to job and career goals.

5. Many of the students carried heavy work loads as well as academic responsibilities. Half of the students who worked more than 21 hours per week were also enrolled full-time. These demands on time constrained opportunities to take advantage of cultural, social, and academic resources at the institution they attended.

6. Contrary to previous research on student retention, the study revealed no clear demographic patterns among students who had seriously considered dropping out of college. On the other hand, students reported three primary reasons for "stopping out"—that is, interrupting enrollment for at least one semester. The reasons were: perceived lack of relevance of course content to career goals, inflexible course schedules, and insufficient financial aid. The critical factor in stopping out among employed students was the number of hours employed beyond 21 hours per week.

7. Students were usually aware of the support services available, but most used only those that were essential, such as the bookstore, library, vending machines, and financial aid. They rarely used such services as recreational or athletic programs, personal counseling, and skills improvement programs. Students were generally dissatisfied with how the institution communicated information about programs and services.

Introduction

Lewis Mumford, urging planners to distrust statistics, warned that "trend is not destiny." However, recent demographic trends are becoming visible on urban campuses across the country, convincing administrators that the future is "not what it used to be."

Tomorrow's college students will not fit the traditional mold of middle-class 18- to 22-year-olds enrolled full-time and living in a dormitory. As access to higher education in the United States has broadened, the stereotype of the college student has changed. Institutions have been enrolling low-income and educationally disadvantaged people, part-timers, and commuters in growing numbers. Many adults are returning to higher education for retraining and mid-career change; young people alternate periods of work and education. Students increasingly "stop out," interrupting their college education for one or more semesters for a variety of reasons.

Demographic trends indicate that percentages of nontraditional postsecondary students—sometimes called "new" students—will increase well beyond the year 2000. Urban institutions are likely to be affected disproportionately, for most of these students reside in cities. A typical urban college student resembles an urban adult resident with family and work obligations—in other words, "an average taxpayer and voter" (Coldren et al. 1981).

Many urban college and university policymakers and planners assume that urban college students differ from the general college population across a range of socioeconomic and demographic indicators, academic aptitudes, and goals, and therefore have different needs and requirements for special programs and services. Such institutional leaders must determine mission, academic programs, and services according to what they believe are the characteristic needs of the population to be served. The academic programs and services appropriate to a 28-year-old woman with two school-age children who commutes to college after a full day of minimum wage work as a department store clerk will differ from programs and services designed for an 18-year-old, middle-class, recent high school graduate.

A priority for administrators is to know what kind of information is needed in order to make and justify decisions about academic and institutional support services. How does age affect a student's needs? Are race and ethnicity critical factors? Income level, part-time or full-time employment? Need for financial aid? Academic background? Residential or commuter status?

Unfortunately, such information has not generally been available, nor has there been a way to analyze it for institutional decision making. Decisions therefore tend to rely more on hunches than on solid data. Yet, if the numbers and percentages of nontraditional students at urban institutions have been increasing, then knowledge of the characteristics of the students is essential to effective planning and development of programs and services for students whose academic success may depend heavily upon them. Moreover, administrators faced with limited resources with which to serve a diverse array of traditional and nontraditional or "new" college students must avoid fragmenting programs and services.

This report on the Urban University Study is organized in three sections:

1) How the Study was Designed and Conducted
2) Results of the Study
3) Conclusions

How the Study Was Designed and Conducted

The College Board surveyed and developed profiles of students in ten urban colleges and universities in order to answer the following three questions:

1. Who attends urban universities (a profile of students at ten institutions)?
   - What is their demographic profile: race, age, sex, etc.?
   - What is their economic profile: employment status, family and personal income, etc.?
   - What are their educational backgrounds and previous life and work experiences?
2. Why do students select and attend these institutions?
   - What were important factors in selecting an urban college/university?
   - What are students' educational goals and aspirations?
   - What factors appear to contribute to student retention in urban colleges/universities?
3. How do students view existing programs and services?
   - How aware are students of existing services?
   - If students are aware of services, to what extent have they used them?
   - Among students who have used services, how satisfied have they been with them?
   - What services do they think are most important?

Selection of Institutions. The College Board selected ten urban colleges and universities that fit five criteria:

1. urban location,
2. priority of serving educational needs of local residents,
3. largely nonresidential campus,
4. heterogeneous student body, and
5. a significant number of part-time, adult, and working students.

The ten institutions were selected to assure a balance of geography and type of institution (public/private, two-year/four-year). Practical considerations included accessibility and administrators' attitudes toward the concept and approach of the study. The presidents of the ten colleges that were initially selected were invited by letter to participate, and all accepted.

The institutions that participated in the Urban University Study were:

Community College of Allegheny County, Allegheny Campus
Loyola University of Chicago
Rutgers—The State University of New Jersey (Newark Campus)
Suffolk University, Boston
The Loop College, Chicago
University of Colorado at Denver
University of Massachusetts, Boston (Harbor and Huntington Campuses)
University of Missouri, St. Louis
University of New Orleans
Washburn University of Topeka

Appendix 1 presents brief profiles of these institutions.

Data Collection. A stratified cluster sample of undergraduate classrooms enrolling ten or more students was used in order to collect sufficient data across a diverse and large population. Classrooms were stratified on the basis of time of class meeting and course level so that day and evening students, freshmen, sophomores, juniors, and seniors would be adequately sampled. A 5 percent student sample was selected from the 1982 fall undergraduate enrollment at each institution for a total of 3,874 students.

Instrument Design and Pre-Testing. A questionnaire, designed specifically for the urban university survey, was developed during the course of this study (see Appendix 2). The questionnaire, formatted for computerized data entry, was field tested on approximately 100 students in an urban two-year institution in the Washington, D.C., metropolitan area. During this pre-test, students were not only administered the survey instrument, but were involved in a postadministration question and answer session which attempted to identify faulty items. Of particular interest were items that were difficult to understand, did not have an adequate response mode, and generated high levels of nonresponse. As a result of this pre-test, a number of items were revised

or rejected. The current questionnaire reflects these revisions.

Survey Administration Procedures. To collect data for the Urban University Student Survey, coordinators were appointed for each participating university. These coordinators were responsible for notifying faculty members whose classes had been selected during the sampling phase of the study, and obtaining their approval of the survey effort. Additionally, they were responsible for conducting the actual survey within the sampled classrooms themselves, or training assistants to conduct the survey, and for scheduling the survey.

To ensure consistency across universities in the data collection effort, the coordinators were mailed pre-coded and pre-packaged questionnaires. Coordinators and/or their assistants were then personally responsible for administering the survey within each of the sampled classrooms. Again, to ensure data collection consistency, the survey was administered during the months of February and March 1983. In only one instance did the survey extend into the month of April.

Data Analyses. The College Board prepared two groups of analyses. The first consisted of ten institutional reports that analyzed findings for separate use by each participating institution. Frequency distributions for all variables of interest were generated for each institution separately. In addition, cross tabulations were generated for a number of study variables. Of particular interest in these cross tabulations were the relationships that might exist between such variables as student age and class status (day or evening), and a number of key study variables involved in selection of the college, including awareness of, use of, and satisfaction with student services. To determine whether such relationships were statistically significant, appropriate statistical procedures were applied and tested at the .05 level of significance. Refer to Appendix 3 for the implementation guide and analysis plan used for the individual institution reports.

A second analysis for the overall study report was then conducted by combining data across all ten institutions for each survey response.

Four statistical analyses were applied to this second body of data:

1. The frequency distribution of each variable was obtained. Results were also used to recode variables in subsequent analyses.
2. A factor analysis was performed on the variables for attitudes toward student needs for two purposes: (a) to discern the underlying relationships among variables and (b) to reduce the number of variables to manage further data analyses.
3. Variables were cross-tabulated according to (a) students' age, ethnicity, and income (financial aid) status and (b) students' age, sex, and marital status.
4. Multiple regression analyses assessed the relative importance of different background variables on the educational variables.

The following section presents the results of this second set of analyses across all ten institutions, organized according to the three main questions addressed by the study: (1) Who attends these ten urban colleges and universities? (2) Why do students select and attend these institutions? (3) How do urban students view programs and services?

Results of the Study

WHO ATTENDS THESE TEN URBAN COLLEGES AND UNIVERSITIES?

General Profile. As expected, the students in the survey reflected the diversity of their environments. The respondents were older than those considered to be traditional students and had family and job responsibilities in addition to their college studies. Significant percentages of students across the ten schools were:

- over age 25 (30 percent)
- minorities (26 percent)
- female (52 percent)
- enrolled part-time (31 percent)
- employed (70 percent)
- married or previously married (24 percent, nearly a quarter of whom had dependents), and
- commuters (50 percent live with parents or relatives, 25 percent in an apartment off-campus, and 19 percent in their own home).

The students surveyed in the ten institutions resemble the "new students" identified by Cross (1971)—predominantly working class commuters who live with their families and are the first in their families to go to college. Previous studies have documented that most urban postsecondary students have already faced adult responsibilities: about 60 percent are employed, and many have family duties. Adult learners and commuting students aged 18 to 22 are attached at least as much to their homes as to the campus community. Adults are unlikely to break ties to families and jobs by attending college far from home. Commuters are likely to live with their families and share their social and political attitudes, which may differ from those of the campus community (Jencks and Reisman 1968).

The percentage of minorities among the students in the sample survey is higher than in the general college population. In 1980, there were 1.6 million minority students among 9.3 million undergraduates nationally: 10 percent blacks, 4.2 percent Hispanics, 2.3 percent Asians, and .7 percent Native Americans. By contrast, 26 percent of the students surveyed at the ten urban colleges were from minority groups. This higher proportion is not surprising in light of the increasing concentration of minorities in cities. The 1980 census shows that 85 percent of Hispanics and 76 percent of blacks now live in metropolitan areas (U.S. Bureau of the Census 1984).

In part because of this concentration of minority enrollments, urban colleges and universities must adapt programs and services to meet the needs of relatively large numbers of students handicapped by low-income and academic deficiencies. Minorities are much more likely to come from low-income backgrounds than Anglos. In 1982, 35.6 percent of black families and 29.9 percent of Hispanic families had incomes below the poverty level, in contrast to 9.1 percent of Anglo families (Andersen 1984). And since academic deficiencies often go hand in hand with socioeconomic status, blacks and Hispanics, by far the largest minority groups, tend to be more poorly prepared academically than Anglos.

Students' Economic Circumstances. The survey attempted to determine how students were paying for their education by asking students to identify all sources of financial support. The results showed that economic circumstance required most students to work or obtain aid outside family sources. Twenty-three percent used only personal income; 21 percent used only family assistance. Twenty-six percent received financial aid to attend these predominantly low-cost colleges, and fully 70 percent of the students were working, with 58 percent of these employed 21 hours or more per week.

Of the 70 percent who were employed, 64 percent were enrolled full-time—that is, earning 12 or more credits. Almost half the students working more than 21 hours per week off-campus were studying full-time. Such a workload leaves practically no time for other activities, whether on- or off-campus. Even those likely to have demanding family obligations carried a heavy academic load: 46 percent of married students were enrolled full-time, as were 53 percent of divorced, separated, or widowed students.

Employment patterns varied across institutions. For instance, less than half of the Loop Community College students reported employment, while 82 percent of students at Suffolk, a private university, had jobs. At the University of Massachusetts (Boston), a four-year public institution, over 40 percent of employed students were earning 12 or more course credits.

Students' Educational Background. The educational experiences of students' parents not only influence decisions about whether and where to enroll in postsecondary education, but also may affect educational progress and persistence (Dearman and Plisko 1982). The students in this

study reported higher parental education and academic achievement than previous studies on "new" and commuting students suggest. Forty-five percent of students' fathers and 37 percent of their mothers had attended or graduated from college.

Ninety-three percent of the students had a high school diploma or equivalent. Sixty percent reported high school grade point averages of 3.0 or above, though this may be a questionable figure because students tend to inflate their grades in self-reported surveys, and verification with college data showed lower averages for students. Overall, 24 percent of the students surveyed said that they had earned a certificate or degree beyond the high school diploma.

A pattern of prior postsecondary education or employment was evident. Only 36 percent said that they came directly from high school to the institution they now attend. Twenty-four percent said that they had been employed, and almost 30 percent said they were transfer students. Transfer patterns were mixed across the ten institutions. Large-city, four-year public institutions were most likely to enroll transfer students. Only four of the institutions received more than a quarter of their transfer students from community colleges. Three of these were four-year public institutions; one, Suffolk, was a four-year private university. Thirty-two percent of the transfers to Loyola, a private institution, came from four-year public colleges; another 28 percent came from other four-year private colleges. Yet, at Loop Community College, a two-year institution, transfer students had typically attended a four-year public institution. Students who transferred from the two-year to the four-year colleges were generally over the age of 26; students under 26 usually transferred from one four-year institution to another.

WHY DO STUDENTS SELECT AND ATTEND THESE INSTITUTIONS?

This section examines students' reported reasons for selecting and attending an urban college, and explores problems that affect their pursuit of a college degree. The highlights are:

1. Students decided to go to college primarily for career entry.
2. The three most important factors in selecting the college were availability of a specific course of study, the academic reputation of the college, and costs (see Table 1).
3. Twenty-two percent of all students had interrupted their education for at least one semester, and 14 percent had seriously considered dropping out. The three most important factors affecting retention were relevance of course content to career goals, ability to schedule classes around outside activities, and availability of sufficient financial aid.

How Students Selected an Urban College and a Major. Students who commute and who also have low personal or family income, often together with family or job responsibilities, tend to limit their choices of colleges to local options. Cross (1971) found that urban students are basically job-oriented, and attend college primarily to prepare for obtaining and advancing in jobs. Similarly, the Urban University Study showed that the decision about which local college or university to attend is strongly influenced by availability of career-oriented programs. Practical and vocational considerations rather than intellectual pursuits were especially significant for students aged 26 and older, and for students who worked 21 hours or more per week. Women with family responsibilities especially sought a specific course of study rather than an intellectual or social interest, much more so than men with similar responsibilities. All students considered closeness to job or home to be important.

Overall, students reported being highly self-reliant and self-motivated; nearly 68 percent said their decision to attend college was not significantly influenced by high school counselors, employers, family, or friends. At the same time, their awareness of the college and its programs generally reflected location in the central city. Students viewed the college as a familiar feature of the community and, for the most part, obtained specific college and program information informally, often through friends, relatives, and advertisements rather than through college publications and staff.

Students' concern about jobs is a recurring theme and is reflected in their choices of majors. In one recent study nearly one-fourth of the freshmen named business as their major—more than double the choices in any other field. Engineering was in second place with 11 percent, and 10 percent chose professional fields (Astin et al. 1984).

Fifty-eight percent of the students in the Urban University Study were majoring in business/management, physical science/allied health, or engineering. While 30 percent of the students in the survey named business/management as their intended major or area of study, figures varied widely by institution. Nearly [illegible] percent of Suffolk students cited this area, dramatically contrasting with only 18 percent of students at the University of Massachusetts at Boston, where one of the two campuses included in the survey offers no business/management courses. Additional data confirm the findings of Astin et al. (1982), showing that students generally chose fields directly related to job or career goals, mainly physical sciences/allied health (22 percent). Only 8 percent reported majoring in the humanities or fine arts.

Academic expectations tend to be high among urban students. Thirty-five percent of those surveyed in the Urban University Study planned to earn a bachelor's degree, while another 35 percent sought a master's degree and 9 percent aimed for a doctorate. The predominant purpose of earning degrees at all three levels was to enter and advance in a career. Although sex differences in enrollment in the fields

Table 1. Most Important Factor in Decision to Enroll—Percentages by Type of College

Factors	*Public 2-Year (%)*	*Private 4-Year (%)*	*Public 4-Year (%)*
Academic reputation	9.7	38.4	18.5
Course of study	25.4	26.6	26.7
Financial aid	6.4	4.3	3.2
Close to home/job	6.1	10.1	16.2
Cost	17.2	6.1	18.2
Improve academically	18.5	7.9	9.0

of education and engineering were as expected (more women than men in education, the reverse in engineering), there were no significant sex differences in business/management or among younger students (age 25 or less) in computer science. Among older students, though, more men than women were enrolled in computer science.

Thirty-one percent of the students surveyed were enrolled part-time, a slightly higher percentage than national data on metropolitan part-time enrollment. Full-time students were more likely to be 25 years old or younger. Washburn and the two community colleges (Allegheny and Loop) enrolled the highest percentages of part-time students (42 percent). Washburn's very high percentage (81 percent) of employed students confirmed that part-time enrollment is primarily linked to employment. However, this equation did not hold for the community colleges, which had lower percentages of employed students than the other participating institutions.

Retention. Urban college students nationwide commonly "stop out"—that is, interrupt their education for one or more semesters—to handle various demands on time and energy. However, unlike dropouts, they remain motivated to return. Stopping out, though, creates discontinuities in academic course content, standards, requirements, instructors, and records—difficulties for institutions and students alike. Yet the persistence among many students who stop out reflects their long-term commitment to completing their college education. The study found that the stop out rate was 22 percent across the ten participating institutions.

Part-time students were more likely to stop out than full-time students, especially in community colleges. A principal factor affecting retention was students' perception of how relevant their courses and the quality of instruction were to their career goals. Female and older students considered this issue to be extremely important. Thirty-five percent of students over the age of 26 stopped out compared to 16 percent of students 25 and younger.

Employment status also influenced the tendency to stop out. As Astin (1975) concluded about traditional students, however, the critical factor was not whether the student is employed but the number of hours a student worked beyond 21 hours each week at a job.

Family responsibilities and marital status were also important factors because their demands conflict with college requirements. Students with dependents emphasized a related factor—ability to schedule classes around outside activities. This factor also strongly affected all employed students, notably those working over 21 hours weekly, and older students.

Finally, availability of sufficient financial aid affected retention, especially for students working less than 20 hours per week, divorced students or single parents, women, and black and Hispanic students.

Astin's (1982) analysis of longitudinal data on college freshmen suggests that demographic characteristics, such as minority background and parental educational attainment, are linked to rates of persistence. The results of this study, however, show no significant differences in the tendency to stop out or to drop out along such demographic lines.

HOW DO URBAN COLLEGE STUDENTS VIEW PROGRAMS AND SERVICES?

This section briefly reviews previous research on institutional support services for urban students, then presents the results of the survey on students' awareness, use, and evaluation of such services.

Information about how students perceive and react to existing services can be useful in planning or redesigning academic and support systems. Such information is especially important at urban institutions, where increasing numbers of students require flexible scheduling of classes and services and more targeted support. The information can help to pinpoint the need for improved communications about specific services and to guide redesign of underutilized programs and services.

Support services at any college or university provide a way to integrate students into the academic community and reinforce students' persistence. However, conventional support services may be inadequate for many nontraditional students. Among commuters, for example, the campus environment cannot easily establish the traditional bonds of community and identification with the educational process and the institution. Unfortunately, urban institutions do not generally adjust their services to distinctive student needs. Coles (1981) found no difference between student personnel services offered at two-year public and four-year public commuter institutions and those recommended in literature for residential institutions; yet such services were inadequate for urban, first-generation college students.

Many urban students discover that college consists of parking lots, classroom buildings and hallways, individual faculty in classrooms, and administrative offices—the registrar, the bursar, and so on. Library and food service facilities notwithstanding, many students study or eat in their cars or in hallways between classes (Andreas 1983).

As Hunter College confirmed in a recent survey of students and their needs, institutions should offer alternative

Table 2. Student Awareness and Use of Basic College Services

Awareness (%)		*Actual use (%)*	
1. Bookstore	98.3	1. Bookstore	94.5
2. Library	97.8	2. Library	87.7
3. Financial aid	96.9	3. Vending	78.6
4. Vending	93.7	4. Parking	78.0
5. Academic counseling/guidance	93.1	5. Food services	75.0
6. Academic advice	92.7	6. Academic advice	63.4
7. Campus security	92.5	7. College orientation	51.3
8. Food services	91.7	8. Financial aid	48.0
9. Tutoring	90.6	9. Academic counseling/guidance	47.9
10. Parking	89.4	10. Campus security	42.5

services (Today's Urban University Students—Part 2 1985). For example, commuters who attend classes in the evening need access to the library and to administrators. They should be able to grab a quick bite to eat. The rooms and hallways should be clean; students attending late classes should not have to tolerate trash accumulated throughout the day. Students need places to meet friends, where they can feel welcome and can spend their time well.

Such services encourage learning and persistence for students who lack traditional informal access to their teachers and fellow students. Chickering (1974) concluded that creative support services are essential for commuting students, for without them the gap between academic achievements of commuter and resident students—a gap that is evident from the start of college—will increase over time.

Many urban students are preoccupied with the daily problems of attending school. Above all they seek information about classes, exams, and financial aid, information that comes easily to resident students through the grapevine. However, commuting students lack informal communication systems. In fact, their need begins even before admission: "Lack of information may be the single greatest obstacle to attracting students" (Cafferty and Spangenberg 1983).

It is not only the first-generation college-going students, those whose parents may not know how to help them enter and graduate from college, who need basic information. Adults who have substantial obligations outside of school are also vulnerable (Improving Financial Aid 1983). These students need flexible hours in class schedules and in access to campus offices such as financial aid. Self-evident as it may seem, the college should make sure that accurate, essential information is readily available.

Students surveyed for the Urban University Study were asked to indicate their awareness of different services provided, use of the services, and level of satisfaction with them. They reported general dissatisfaction with information systems, yet their level of awareness of services was high. They were most aware of basic services such as the bookstore, library, vending machines, campus security and parking facilities, financial aid, academic and career counseling, and tutoring (see Table 2).

Actual usage of services, however, does not necessarily follow general awareness. Few students said that they used

Table 3. Student Awareness of, Use of, and Satisfaction with Services Offered at Participating Colleges

	All Colleges		
Services	% *Aware*	% *Use**	% *Satisfied***
1. Academic advising	92.7	63.4	63.8
2. Counseling and guidance	93.1	47.9	67.4
3. Personal counseling and guidance	81.6	24.7	67.1
4. Tutoring	90.6	23.5	75.4
5. Career planning	83.0	22.7	70.7
6. Job placement	79.6	19.3	64.1
7. Recreational and athletic programs	86.0	27.8	83.3
8. College cultural programs	77.6	20.9	82.2
9. Financial aid	96.9	48.0	72.4
10. Student employment	84.9	20.5	68.7
11. Minority affairs	65.0	7.4	62.4
12. Veterans affairs	63.3	10.1	71.5
13. Disabled	70.1	4.2	67.0
14. International	64.0	8.4	74.0
15. Food	91.7	75.0	69.1
16. Vending	93.7	78.6	72.9
17. Health	77.0	29.2	77.9
18. Library	97.8	87.7	89.1
19. Child care	56.9	6.7	64.3
20. Housing	60.2	16.9	57.5
21. Bookstore	98.3	94.5	78.6
22. Campus security	92.5	42.5	72.3
23. Parking	89.4	78.0	46.3
24. Student information	72.5	41.1	75.3
25. Student activities	86.4	35.7	79.7
26. Skills improvement	69.9	22.1	83.5
27. College orientation	80.9	51.3	75.6

*Of those aware, percentage that have used the service.

**Of those using services, percentage that indicate satisfaction.

such familiar services as recreational or athletic programs, cultural activities, personal counseling and guidance, or skills improvement programs.

Analysis of the responses summarized in Table 2 revealed less awareness of services among minority students than among majority students, but higher usage when they were aware of the services, particularly for job placement, academic guidance and counseling, and tutoring programs. Students generally recognized the importance of academic counseling for helping them to acquire academic skills essential to scholastic improvement. They thought that guidance and counseling, academic advising, and financial aid were the three most important services that colleges should provide. Greater emphasis was placed on the need for advising services by employed students and by those over the age of 26. The unemployed student and those under the age of 25 were more concerned with financial aid services. Aside from time limitations, there is no other readily apparent explanation why so few students actually used academic guidance and counseling services, even though they are considered to be among the three most important services.

Students reported that demands imposed by the heavy work and course schedules, commuting, and other responsibilities constrain their involvement in extracurricular activities and use of support services. Consequently they lack close contact with other students and often cannot develop relationships that could provide emotional support as well as an important network for information. Urban students identified friends as their major source of information about campus programs and activities, yet this crucial network is missing for most commuters. Furthermore, the institutions' reliance on impersonal devices such as bulletin boards, mass mailings, and newspaper advertisements fails to reach large numbers of students.

Table 3 summarizes students' reports of their awareness of various existing services, their actual use of specific services, and their level of satisfaction with them. Tables 4 and

Table 4. Student Awareness of These Services by Type of College

	Percent Aware		
Services	*Public 2-Year*	*Public 4-Year*	*Private 4-Year*
1. Academic advising	82.5	95.9	94.4
2. Counseling and guidance	88.8	94.2	94.7
3. Personal counseling and guidance	79.3	81.0	86.1
4. Tutoring	87.1	92.1	40.0
5. Career planning	77.0	83.7	87.8
6. Job placement	70.2	81.3	85.4
7. Recreational and athletic programs	66.9	90.6	93.9
8. College cultural programs	70.1	78.9	82.6
9. Financial aid	94.1	97.4	98.5
10. Student employment	70.8	88.4	90.2
11. Minority affairs	55.5	67.1	69.4
12. Veterans affairs	58.5	68.2	52.6
13. Disabled	66.1	76.3	54.2
14. International	60.0	66.4	60.6
15. Food	72.0	97.2	97.3
16. Vending	79.0	97.7	98.0
17. Health	61.6	79.5	87.8
18. Library	94.9	98.6	98.6
19. Child care	55.5	61.9	42.1
20. Housing	42.7	63.2	71.3
21. Bookstore	94.8	99.3	99.1
22. Campus security	83.1	94.8	96.2
23. Parking	71.6	98.0	82.5
24. Student information	69.8	74.0	71.0
25. Student activities	76.1	88.4	92.6
26. Skills improvement	69.4	70.1	69.7
27. College orientation	76.4	80.6	87.0

Table 5. Student Use of These Services by Type of College

	Percent Use		
Services	*Public 2-Year*	*Public 4-Year*	*Private 4-Year*
1. Academic advising	52.9	67.8	59.9
2. Counseling and guidance	47.2	49.1	44.8
3. Personal counseling and guidance	33.2	22.2	23.0
4. Tutoring	32.0	22.3	17.7
5. Career planning	28.7	20.7	22.5
6. Job placement	21.9	16.8	24.8
7. Recreational and athletic programs	24.6	25.5	38.0
8. College cultural programs	20.4	19.8	24.8
9. Financial aid	48.2	44.8	58.3
10. Student employment	21.3	19.8	22.3
11. Minority affairs	12.5	5.0	10.4
12. Veterans affairs	16.8	9.2	4.9
13. Disabled	9.6	2.6	4.2
14. International	16.6	6.1	7.0
15. Food	61.5	77.8	77.8
16. Vending	66.1	81.7	80.6
17. Health	23.6	26.5	42.0
18. Library	75.9	90.6	91.9
19. Child care	13.7	4.2	7.6
20. Housing	12.6	11.6	35.8
21. Bookstore	88.5	96.4	95.1
22. Campus security	37.9	42.4	47.7
23. Parking	63.4	85.9	61.8
24. Student information	43.0	40.4	41.3
25. Student activities	32.3	31.7	51.8
26. Skills improvement	32.0	20.1	17.2
27. College orientation	49.9	47.9	63.5

5 present levels of awareness and use of the services by type of college.

Students' comments about how satisfied they were with various aspects of college life centered upon four central elements of their college experience—admissions procedures, quality of instruction, convenience of location, and the institution's information system.

Most students found admissions procedures straightforward and easy to follow and were also satisfied with quality of instruction and the location of the institution. However, students were generally unhappy with the ways that colleges informed them about services and college activities.

The largest source of complaints and dissatisfaction about the college experience was that employment places an enormous burden on students, especially those working 21 hours or more per week, older, married, or divorced, and those with dependents. Work responsibilities tend to consume every moment of time saved from studies, exhaust all reserves of energy, eliminate social life, and isolate a student from potential friends among peers as well as from instructors, counselors, and others whose professional and informal contributions to one's college education can be invaluable.

Conclusions

There are six major conclusions to be drawn from this project.

1. The challenge to urban colleges and universities is to fulfill the institutional commitment to serve all enrolled students, a commitment that increasingly requires finding effective strategies for reaching educationally and economically disadvantaged students. It is therefore important for decision makers to focus on the right characteristics in allocating scarce resources.

The study offers evidence that the most consistently significant characteristics determining students' responses to programs and services are *age and related attributes*. Decision makers might do well to conceptualize and plan services for two broad populations—roughly, students aged 25 and younger and students aged 26 and older.

2. The survey results suggest that urban students generally confine their attention to essential services. Administrators who seek to offer services that students theoretically need may discover that many students do not use services that might benefit them. Administrators need to find other means of informing students about available services or change the way that services are offered.

3. Decision makers at all levels of urban colleges and universities stand to learn from investigations of their students' characteristics and needs as they plan and redesign programs and services with limited resources. Differences among these highly diverse students demonstrate that planners must resist the temptation to treat them conveniently as a homogeneous group with a single set of unconventional needs and interests. Such an approach would be a disservice both to these students and to the institution.

By using survey data to meet an institution's unique set of needs, top-level administrators can improve both the quality of decision making and the way the educational community perceives the decision-making process. In other words, survey research can be a means for exercising educational leadership.

Such research can help the total college community to address highly politicized, long-standing institutional concerns by clarifying, extending, and bringing coherence to other studies, committee reports, and related activities. It can transform intuitive knowledge into explicit and specific information, not unlike corporate market research, to assist collective decision making.

4. This information can best be used to address meaningful, current, practical issues and concerns of the individual institution, rather than to generate research information for its own sake. It will be especially valuable in making decisions that have customarily relied on subjective impressions, such as those that are exchanged in a broadly representative ad hoc committee.

For example, directors of student services could put specific survey information to immediate practical use in planning improvements. They need to know that practically everyone knows about the library and uses it, but that older students rarely take advantage of other available services that can greatly benefit them. Universities may need to reassess provision and use of health services as employers automatically cover such costs for working students, and as commuting students tend to rely on health facilities and professionals outside the institution.

5. Every institution must decide what it wants to find out and how. That is a demanding task, but the study indicates that the payoff to the institution may be high. The study analyzed data around issues formulated to improve understanding of ten urban institutions. An institution tailoring such a survey for its own purposes might choose to explore the uses of certain kinds of student services according to discrete student characteristics—for example, students who attend classes in the evening versus those who attend during the day. Such information was central to the Hunter College case study, which emphasized issues surrounding scheduling.

6. Survey research can be used to assess and refine the institutional mission. Results of the research should periodically be compared and contrasted to stated goals and objectives that reflect the mission. Research guided from inception through implementation by the top administrative leadership can strengthen strategic planning by providing a common and highly visible body of concrete information for decision making.

CURRENT PRACTICAL APPLICATIONS

The study of urban college students and their changing needs was designed to provide administrators at the participating colleges with a profile of their student population and with campus-based information that could be of use and benefit to these institutions in their planning and decision making. The ten participating institutions are using the data from the study in several different ways. Five examples follow:

1. The University of Massachusetts is using the data to buttress administrative decisions intended to benefit non-

traditional students. Administrative decisions based on data from the study include:

- Communicating information about what to expect, making certain that students receive it before they come to the campus.
- Providing orientation sessions on financial aid.
- Improving counseling to advise students about their options.
- Improving the linkage between course content and career expectations.
- Making certain that faculty are better-informed about the students enrolled.

2. The Community College of Allegheny County is using the study data to assist ongoing efforts to improve student retention. For instance, it is expanding or contracting selected offices and attempting to improve perception of services.

3. Suffolk University officials intend to address retention issues by using the study to strengthen data-based program development.

4. Rutgers University officials are using study data in designing discussions about what services should be available to students who attend classes in the evening. They have discovered that evening students do not know about or use important existing services that are available during the day, such as career planning, financial aid, and health services.

5. Loyola University, Chicago, will incorporate the survey data into its self-study required for accreditation. Information from the study has also served to inform parents of prospective students about the university.

The College Board expresses its appreciation to all the institutions participating in the study and in particular to the following campus coordinators who helped insure successful administration of the survey:

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Anthony Lutkus, Rutgers—The State University of New Jersey
Marc Mappen, Rutgers—The State University of New Jersey
Patricia McDonald, Community College of Allegheny County
Janet Sanders, University of Missouri, St. Louis
Nancy Scott, University of Colorado at Denver
Fritz Wagner, University of New Orleans

We hope the resulting data and analysis help to inform decisions and thus ultimately benefit the students served by these urban colleges and universities.

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Appendixes

APPENDIX 1. BRIEF PROFILES OF INSTITUTIONS PARTICIPATING IN THE URBAN UNIVERSITY STUDY

The Community College of Allegheny County–Allegheny Campus

The Allegheny Campus of the Community College of Allegheny County is one of four campuses in the community college system for Allegheny County in Pennsylvania. Established in 1966, the campus is located in downtown Pittsburgh and enrolls more than 7,400 students. Like the other campuses in the system, the Allegheny Campus has an open admissions policy and does not require its students to take standardized tests for admissions.

The Allegheny Campus offers an associate degree in over 50 programs and certification in a number of fields. In addition to traditional courses of study, it offers cooperative work programs and independent study. In the cooperative work programs, students may earn credits by working while they are still in school as regular employees of cooperating plants, offices, hospitals, or stores. This program offers a 12-credit course which includes 30 to 40 hours a week of employment and a seminar in which co-op students have an opportunity to discuss and analyze problems, reflect on working conditions, and compare work experiences with fellow students. In independent study, a student and instructor design a project, subject to approval by the instructor's divisional dean.

The institution is accredited by the Middle States Association of Colleges and Schools.

Loyola University of Chicago

Loyola University of Chicago enjoys a heritage of over 112 years as a Jesuit, Catholic, independent, and urban university. Founded as St. Ignatius College by four Jesuit priests, Loyola is Chicago's oldest independent university. Its student body is among the largest of the more than 100 independent colleges and universities in Illinois and of the more than 200 United States Catholic Church-related colleges and universities. It has two campuses, Lake Shore and Water Tower, located on Chicago's near north side, and enrolls nearly 14,000 students.

Loyola offers Bachelor of Arts and Bachelor of Science degrees. The Graduate School offers advanced degrees in 25 fields, and professional degrees in dentistry, medicine, and law.

Loyola opened its Rome Center of Liberal Arts in February 1962. Located on Rome's Monte Mario, the center is designed to provide students from Loyola, as well as students from other American universities, with the opportunity for a year's study in a foreign setting. The center is staffed by members of the Loyola faculty and is administered by the dean of the College of Arts and Sciences.

The University is accredited by the North Central Association of Schools and Colleges.

Rutgers University–Newark

The Newark Campus of Rutgers, the State University of New Jersey, was established in 1946 when the University of Newark was incorporated into the state system of higher education. It now enrolls more than 6,175 students.

The Newark Campus has gradually added programs and services. It includes: the Newark College of Arts and Sciences; the School of Law–Newark; the Graduate School of Management; the College of Nursing; the Graduate School–Newark; and the School of Criminal Justice. The University College–Newark, a separate division within the Newark Campus, serves working adults by providing evening programs.

Rutgers University is accredited by the Middle States Association of Schools and Colleges.

Suffolk University

Suffolk University is an independent, coeducational institution located in central Boston, on Beacon Hill. Founded in 1906 as Suffolk Law School, it established a College of Liberal Arts in 1934 and achieved university status in 1937. It enrolls more than 3,400 students.

The University offers undergraduate and graduate degrees through the College of Liberal Arts and Sciences, School of Law, and School of Management. It also offers master's degrees in business administration and public administration in its Saturday Executive Program. It holds day and evening classes for its programs.

Suffolk University is accredited by the New England Association of Schools and Colleges.

City Colleges of Chicago: Loop College

Founded in 1962 as part of Chicago's community college system, Loop College offers an associate degree and enrolls

more than 9,000 students. The Loop is an open admissions institution.

The Loop offers six major fields of study: arts and sciences; business and commerce technologies; data processing technologies; health services and paramedical technologies; mechanical and engineering technologies; and public service-related technologies.

It is accredited by the North Central Association of Schools and Colleges.

The University of Colorado at Denver

The University of Colorado at Denver is a nonresidential campus located in downtown Denver, serving commuters from a four-county area. Founded in 1912, it is one of the largest state-supported institutions of higher education in Colorado with more than 6,400 students.

Students at the University can earn undergraduate degrees in some 35 fields and graduate degrees in nearly 50 fields. The colleges and schools at the University include: the College of Business and Administration and the Graduate School of Business and Administration; the College of Design and Planning (Boulder Campus); the School of Education; the College of Engineering and Applied Science; the College of Liberal Arts and Sciences; the College of Music; the Graduate School; and the Graduate School of Public Affairs.

The University is accredited by the North Central Association of College and Secondary Schools.

The University of Massachusetts at Boston

The University of Massachusetts at Boston is a public university established in 1965 to serve the people of eastern Massachusetts. It is located at three campuses in the Boston area: the Harbor Campus and the Downtown Center, which are both centrally located, and the Huntington Campus, which offers surburban accessibility.

The University enrolls more than 11,000 students at its three locations, and each campus houses specific programs and colleges. The College of Arts and Sciences and the College of Management and Professional Studies are located at the Harbor Campus. The College of Public and Community Service is at the Downtown Center, and the Huntington Campus offers undergraduate degrees in Criminal Justice, Elementary Education, Nursing, Physical Education, and Regional Studies. On the graduate level, the Huntington Campus offers master's degrees in Bilingual/Multicultural Education, English as a Second Language, and Generic and Moderate Special Needs. The Huntington Campus is a new addition to the University. In January 1982, the University began to administer several undergraduate and graduate programs formerly offered at Boston State College, which is now the site of the Huntington campus.

The University offers ten programs leading to the master's degree and special tracks of study in four other fields. It also offers a Ph.D. program in environmental science.

The University is accredited by the New England Association of Schools and Colleges.

University of Missouri–St. Louis

The University of Missouri–St. Louis was established in 1963 as the fourth campus of the state's university system. Its specific mission has been to serve its urban population. It has become the third largest university in the state, enrolling more than 10,000 students.

The University is organized into seven schools and colleges. These include: the College of Arts and Sciences, the School of Business Administration, the School of Education, the School of Nursing, the School of Optometry, the Graduate School, and the Evening College. The University's curriculum now includes 36 undergraduate programs, 19 master's programs, and four doctoral programs.

The University is accredited by the North Central Association of Schools and Colleges.

The University of New Orleans

The University of New Orleans is a public four-year institution established by the Louisiana legislature in 1956 to bring publicly supported higher education to the state's largest urban complex. As part of the Louisiana State University System, the University was originally called Louisiana State University in New Orleans. It changed to its present name in 1974.

Located on a 195-acre site on the southern shore of Lake Pontchartrain, the University of New Orleans enrolls more than 13,400 students. It offers majors in more than 40 fields and awards the Associate of Science, the Bachelor of General Studies, and Bachelor of Arts and Bachelor of Science degrees. On the graduate level, it offers the Master of Arts degree in ten fields, the Master of Arts in Science Teaching, the Master of Business Administration, the Master of Education in five fields, the Master of Urban and Regional Planning, and the Doctor of Education degree in four fields, the Doctor of Philosophy in six areas, and eleven professional degrees.

In 1980, the University established Metropolitan College to meet the educational needs of adult citizens living and working in metropolitan New Orleans. This new unit has centralized administrative responsibility for supervision of all noncredit activities in the Division of Continuing Education, all credit courses taught at off-campus locations, and all evening courses on campus.

The University of New Orleans is accredited by the Southern Association of Schools and Colleges.

Washburn University of Topeka

Washburn University of Topeka is located in the center of Topeka, Kansas, and enrolls more than 5,600 students. It has an open admissions policy for all graduates of Kansas high schools.

The University was founded in 1857 by the Congregational Church as Lincoln College. It became a municipal university in 1941 and assumed its present name in 1952.

The University offers five bachelor degree programs and two associate degree programs. These are: the Bachelor of Arts; the Bachelor of Fine Arts; the Bachelor of Education; the Bachelor of Music; the Bachelor of Science; and associate degrees in arts and science. On the graduate level, it offers a master's of education degree and a master's of arts degree in psychology. It also offers a Bachelor of Business Administration from the School of Business and a law degree from the School of Law.

The University is accredited by the North Central Association of Colleges and Schools.

APPENDIX 2. SURVEY FORM

The Washington Office of the College Board

URBAN UNIVERSITY STUDY • STUDENT SURVEY

The purpose of this student survey is to collect information on those factors that may have affected your decision to select this college and to continue your academic career at this institution. We are also concerned with the problems you may be facing in pursuing your academic goals.

The information collected through this survey will enable the college to better understand the needs and problems faced by students. It will provide useful data for institutional planning and decision-making.

The following questions focus on previous educational experiences, college selection and attendance factors.

PLEASE CIRCLE ONE ANSWER ONLY, EXCEPT WHERE NOTED.

1 [13] **Which category best describes your situation prior to enrolling at this college?**

1 I was in high school
2 I was attending another college, university or trade school
3 I was employed
4 I was in the military
5 I was unemployed (either raising a family, retired, pursuing personal goals and activities, or seeking work, etc.)
6 I was both working and attending another college, university, or trade school
7 Other (please specify) _____

2 [14] **What type of college, university, or vocational/technical school were you attending prior to enrolling at this college?**

1 Not applicable, I was not attending another college
2 4-year public college or university
3 4-year private college or university
4 2-year public college or community college
5 2-year private college
6 Vocational/technical school
7 Other (please specify) _____

3 [15] **What type of high school credentials do you have?**

1 A regular U.S. high school diploma
2 G.E.D.
3 High school equivalency certificate
4 I do not have a high school diploma; I did not complete high school
5 I am still in high school
6 I completed high school outside the U.S.
7 Other (please specify) _____

4 [16] **What was your high school Grade Point Average (GPA) at graduation (on a 4-point scale of A = 4, B = 3, C = 2, D = 1)?**

1 Below 1.0
2 1.0–1.99
3 2.0–2.50
4 2.51–2.99
5 3.0–3.50
6 Above 3.50
7 Not applicable, tested for G.E.D.
8 Not applicable, did not complete high school

5 [17] **Which standardized college admissions test did you take prior to entering college?**

1 SAT
2 ACT
3 I took both the SAT and the ACT
4 I did not take either the SAT or the ACT
5 I do not know whether I took either the SAT or the ACT

6 [18] **If you have taken the SAT standardized college admissions test, what was your combined verbal and math scores?**

1 Not applicable, I have not taken the SAT
2 Not applicable, I do not know whether I have taken the SAT
3 200–499
4 500–799
5 800–1099
6 1100–1399
7 1400–1600
8 I do not know my combined score, although I have taken the SAT

7 [19] **If you have taken the ACT standardized college admissions test, what was your combined score?**

1 Not applicable. I have not taken the ACT
2 Not applicable. I do not know whether I have taken the ACT
3 1-9
4 10-18
5 19-27
6 28-36
7 I do not know my combined score, although I have taken the ACT

8 [20] **How did you first learn of this college?**

1 Newspaper or magazine ad or college literature
2 Radio or television
3 Employer
4 High school counselor or teacher
5 Friend, parent, spouse or other relative
6 College staff or faculty member
7 Have always known about it
8 Other (please specify) _____

9 [21] **Who most influenced your final decision to enroll?**

1 Employer
2 High school counselor or teacher
3 Friend, parent, spouse or other relative
4 College staff or faculty member
5 Self
6 Other (please specify) _____

10 [22] **Which of the following comes closest to your single most important reason for going to this college?**

1 To begin or continue my college education; my occupational goals or future plans are currently undefined
2 To prepare for entry into an occupation or career of my choice
3 To prepare for advancement within my current career or occupation
4 To prepare for a career change
5 To improve or acquire skills needed for my current job
6 To improve my language and/or academic skills
7 For personal enjoyment
8 Other (please specify) _____

11 **The decision to attend a particular college is usually influenced by a variety of factors. Please rate the following factors in terms of their influence on your decision to attend this college on the following 5-point scale. Please circle only one number for each factor.**

Code number		Very Important	Important	Undecided	Not Important	Did not consider
[23]	Academic reputation of the college	1	2	3	4	5
[24]	Sports, extracurricular activities	1	2	3	4	5
[25]	Offering of a specific course of study	1	2	3	4	5
[26]	Availability of skills or developmental courses	1	2	3	4	5
[27]	Was not accepted by the college of my choice	1	2	3	4	5
[28]	Availability of financial aid	1	2	3	4	5
[29]	Opportunity to make new friends	1	2	3	4	5
[30]	Close to home/job	1	2	3	4	5
[31]	Wanted a change in scenery or location	1	2	3	4	5
[32]	Range and availability of student services	1	2	3	4	5
[33]	Ability to identify with fellow students	1	2	3	4	5
[34]	Costs of going to college	1	2	3	4	5
[35]	Unable to find meaningful employment	1	2	3	4	5
[36]	Opportunity to improve academic standing	1	2	3	4	5

12 **Of the selection factors listed in the previous question, please rank the three most important factors that influenced your decision to attend this college. Please identify them by their code numbers.**

[37-38] Most important: _____
[39-40] Second most important: _____
[41-42] Third most important: _____

13 [43] **What is the highest degree you now have?**

1 I do not have a high school, college, or trade school degree, certificate, or diploma
2 High school diploma or G.E.D.
3 Certificate
4 Associate degree
5 Bachelor's degree
6 Master's degree
7 Professional degree (e.g., medical, law, theology)
8 Doctoral degree (e.g., Ph.D., Ed.D., D.B.A.)

14 [44] **What degree are you currently working on at this college?**

1 Not seeking a degree or certificate at this college, I plan to transfer
2 Not seeking a certificate or degree
3 Certificate
4 Associate degree
5 Bachelor's degree
6 Master's degree
7 Professional degree (e.g., medical, law, theology)
8 Doctoral degree (e.g., Ph.D., Ed.D., D.B.A.)

15 [45] **For how many years have you been at this and at any other college pursuing your current goal (as indicated in the above question)?**

1 Less than one year
2 One year
3 Two years
4 Three years
5 Four years
6 Five years or more

16 [46] **How much longer do you anticipate it will take you to complete the degree or certificate you are currently working on?**

1 Not pursuing a degree or certificate
2 Less than one year
3 One year
4 Two years
5 Three years
6 Four years
7 Five or more years

17 [47-48] **Please write in your intended major or area of study at this college.**

_____

18 [49] **How many course credits are you currently enrolled in?**

1 Less than 3 credits
2 3-5 credits
3 6-8 credits
4 9-11 credits
5 12-14 credits
6 15 or more credits
7 Not enrolled for credit

19 [50] **Please indicate your class level at this college.**

1 Freshman
2 Sophmore
3 Junior
4 Senior
5 Special or Non-Degree Student
6 Other/Unclassified
7 Does not apply at this college

20 [51] **Have you taken any skills or developmental classes at this college?** (Skills and developmental classes are those offered to prepare students for college level courses).

1 Yes
2 No
3 Do not know

21 **Please indicate how many skills or developmental classes you have taken at this college in each area listed below. Circle the appropriate number.**

[52] Reading	1	2	3	4	5 or more
[53] Writing	1	2	3	4	5 or more
[54] Math	1	2	3	4	5 or more
[55] English as a Second Language (ESL)	1	2	3	4	5 or more
[56] Study Skills	1	2	3	4	5 or more
[57] Other (please specify) _____	1	2	3	4	5 or more

[58] Not applicable, I have taken none. _____ check here

22 [59] **If you have not taken courses every semester since you enrolled at this college, what is the main reason for the most recent interruption in your education?**

1 Not applicable, I have taken courses every term since I enrolled
2 Could not take courses at the time because of work responsibilities
3 Could not take courses at the time because of family responsibilities
4 Financial reasons
5 Personal reasons (e.g., travel, needed a break, etc.)
6 Courses I wanted to take were not offered, or were offered at times that I could not attend
7 Other (please specify) _____

23 [60] **Have you seriously considered dropping out of school during the current academic year?**

1 Yes
2 No

24 **Please indicate the importance of each of the following factors on your consideration to drop out of or to stay in this college. Circle the appropriate number.**

		Very Important	Important	Neutral	Unimportant	Very Unimportant
[61]	Quality of instruction received at this college	1	2	3	4	5
[62]	Distance of classes from my job or home	1	2	3	4	5
[63]	Ability to schedule classes around outside activities	1	2	3	4	5
[64]	Quality of prior academic preparation for college	1	2	3	4	5
[65]	Ability to obtain enough financial aid	1	2	3	4	5
[66]	Ability to pay for school without financial aid	1	2	3	4	5
[67]	Relevance of course content or program of study to personal or career goals	1	2	3	4	5
[68]	Encouragement from family or friends	1	2	3	4	5
[69]	Encouragement from employer	1	2	3	4	5
[70]	Employment requirements of my time	1	2	3	4	5
[71]	Family requirements of my time	1	2	3	4	5
[72]	Availability of social activities on campus	1	2	3	4	5
[73]	Availability of sports or extracurricular activities on campus	1	2	3	4	5
[74]	Availability of important student services	1	2	3	4	5
[75]	Relationships with faculty	1	2	3	4	5
[76]	Personal motivation	1	2	3	4	5
[77]	Other (please specify)	1	2	3	4	5

25 [78] **Do you plan to enroll at this college next semester?**

1 Yes
2 No, I will graduate this term
3 No, but I plan to return at some future date
4 No, I plan to transfer to another college
5 No, I have no plans for additional education at this time
6 I am undecided

26 [79] **What is the highest degree you ultimately plan to earn at this or any other college?**

1 None
2 Certificate
3 Associate degree
4 Bachelor's degree
5 Master's degree
6 Professional degree (e.g., medical, law, theology)
7 Doctoral degree (e.g., Ph.D., Ed.D.)

27 [80] **When do you prefer to schedule most of your classes? Circle only one.**

1 Mornings
2 Afternoons
3 Evenings
4 Weekends
5 Spread-out during the entire day
6 It does not matter

The following questions focus on student needs and related support services.

28 Please indicate the degree to which you agree or disagree with each of the following statements. Circle the appropriate number.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Admissions/ Registration	[6] I found admission procedures at this college straightforward and easy to follow	1	2	3	4	5
	[7] I received an adequate orientation to the college's facilities and services	1	2	3	4	5
	[8] Registration procedures at this college are well planned and well organized	1	2	3	4	5
Access to Classes/ Campus Activities	[9] Most of the classes I need to take are offered at times when I am able to take them	1	2	3	4	5
	[10] My academic training prior to enrolling at this college adequately prepared me for the demands of my current courses	1	2	3	4	5
	[11] Most of my classes are conveniently located to my work or home	1	2	3	4	5
	[12] This college is adequately served by public transportation	1	2	3	4	5
	[13] It usually takes me less than 30 minutes to travel to campus	1	2	3	4	5
Academic	[14] My respect for one or several faculty members at this college has had a positive impact in urging me to continue my education at this college	1	2	3	4	5
	[15] I am satisfied with the quality of instruction at this college	1	2	3	4	5
	[16] Generally, my instructors are available when I need them outside of class	1	2	3	4	5
	[17] The material covered by my classes meets my needs	1	2	3	4	5
	[18] The grading system at this college is fair	1	2	3	4	5
	[19] My instructors treat me with respect	1	2	3	4	5
	[20] I am satisfied with the variety of courses offered at this college	1	2	3	4	5
	[21] The preparation that I am receiving at this college is or will benefit me in my current or future occupation	1	2	3	4	5
	[22] At this college I have adequate flexibility to design a program of study that meets my needs	1	2	3	4	5
	[23] The assistance provided by my academic advisor has always been very useful	1	2	3	4	5
	[24] The academic and career guidance and counseling services offered at this college have been helpful to me	1	2	3	4	5
Campus Activities	[25] This college does a good job of relaying information on services and activities to students	1	2	3	4	5
	[26] I would like this college to offer more social activities	1	2	3	4	5
	[27] This college offers enough variety in extracurricular activities	1	2	3	4	5
	[28] I find it easy to become involved in campus activities at this college	1	2	3	4	5
	[29] I frequently attend college sponsored cultural programs	1	2	3	4	5
	[30] The college provides adequate information about college sponsored cultural programs well in advance of actual performances/events	1	2	3	4	5
	[31] I go to the student union or center at least once each week	1	2	3	4	5
	[32] Generally, the support services provided to students by this college are available to me elsewhere	1	2	3	4	5
Personal	[33] My family and friends encourage me to continue in college	1	2	3	4	5
	[34] My family responsibilities and demands on my time make going to college difficult	1	2	3	4	5
	[35] My employment responsibilities and demands on my time make going to college difficult	1	2	3	4	5
	[36] My employer encourages me to go to college	1	2	3	4	5
	[37] I expect to have to quit college because of a lack of money	1	2	3	4	5
	[38] The current campus security system is adequate	1	2	3	4	5
	[39] The counseling and guidance on personal matters that I have received at this college have had a positive impact on my life	1	2	3	4	5
	[40] This college provides useful assistance in identifying employment opportunities	1	2	3	4	5

29 **The following are services provided by colleges. How would you describe your awareness and use of these services at this college? For each service circle the most appropriate response.**

1 = I did not know about this service
2 = I know about this service but have not used it
3 = I have used this service and was satisfied with it
4 = I have used this service, but was not satisfied with it

[41]	1	2	3	4	Academic advising
[42]	1	2	3	4	Counseling and Guidance (academic/career)
[43]	1	2	3	4	Counseling and Guidance (personal)
[44]	1	2	3	4	Tutoring
[45]	1	2	3	4	Career planning
[46]	1	2	3	4	Job placement
[47]	1	2	3	4	Recreational and athletic programs
[48]	1	2	3	4	College cultural programs
[49]	1	2	3	4	Financial aid
[50]	1	2	3	4	Student employment
[51]	1	2	3	4	Minority affairs
[52]	1	2	3	4	Veterans affairs
[53]	1	2	3	4	Disabled/handicapped student services
[54]	1	2	3	4	International student services
[55]	1	2	3	4	Food services (cafeterias, snack bars, etc.)
[56]	1	2	3	4	Food services (vending machines)
[57]	1	2	3	4	Health care services
[58]	1	2	3	4	Library facilities and services
[59]	1	2	3	4	Child care services
[60]	1	2	3	4	Housing services
[61]	1	2	3	4	Bookstore
[62]	1	2	3	4	Campus security
[63]	1	2	3	4	Parking facilities
[64]	1	2	3	4	Student information/referral services
[65]	1	2	3	4	Student activities (college-sponsored social events)
[66]	1	2	3	4	Skills improvement programs
[67]	1	2	3	4	College orientation
[68]	1	2	3	4	Other (please specify) _____

30 **Which of the above services are the three most important for you to have? Please identify them by the code number in front of the service name.**

[69-70] Most important: _____
[71-72] Second most important: _____
[73-74] Third most important: _____

31 **What services that are not now provided would you like to have?**

[75] 1 _____
[76] 2 _____
[77] 3 _____

Before concluding, we would like you to provide us with the following background information.

32 [78] **Are you currently employed?**

1 Yes
2 No

33 [79] **How many hours per week are you currently employed?**

1 I am not employed
2 I work only occasionally, for example, at odd jobs or during college vacations
3 1–10 hours per week
4 11–20 hours per week
5 21–30 hours per week
6 31–40 hours per week
7 More than 41 hours per week

34 [80] **Where is your job located?**

1 Off campus
2 On campus
3 Not applicable

35 [6] **Is your job**

1 Work-study
2 Co-op
3 Other student-related employment
4 None of the above
5 Not applicable

36 [7] **Which category best describes your personal income? Respond to this question only if you are totally financially independent and do not receive any other economic support from family, relatives, or spouse.**

1 I am not totally financially independent
2 Less than $6,000 per year
3 $6,000–11,999 per year
4 $12,000–17,999 per year
5 $18,000–23,999 per year
6 $24,000–29,999 per year
7 $30,000 or more per year

37 [8] **Which category best describes your family income? Respond to this question only if you are not totally financially independent and have a spouse or family relative who contributes to your economic support.**

1 Less than $6,000 per year
2 $6,000–11,999 per year
3 $12,000–17,999 per year
4 $18,000–23,999 per year
5 $24,000–29,999 per year
6 $30,000–35,999 per year
7 $36,000–41,999 per year
8 $42,000 or more per year

38 [9–15] **How are you currently paying for your college education? Circle all that apply.**

1 My own personal income
2 Family assistance
3 Employer tuition reimbursement
4 Loan(s)
5 Scholarship(s)
6 Grant(s)
7 Other (please specify) _____

39 [16] **Where are you currently living while going to college?**

1 Dormitory or residence hall on campus
2 Room or apartment off campus
3 Home of parents or relatives
4 Own home
5 College housing for married students
6 Fraternity or sorority house
7 Other (please specify) _____

40 [17] **What is your current marital status?**

1 Single, never married
2 Married
3 Divorced, Widowed, Separated

41 [18] **How many dependents (e.g., spouse, children, etc.) do you have? (Do not count yourself.)**

1 None
2 One
3 Two
4 Three
5 Four
6 Five or more

42 [19] **How old are you?**

1 Under 18
2 18–25
3 26–30
4 31–35
5 36–40
6 41–45
7 46–50
8 51–60
9 61 or over

43 [20] **Sex**

1 Female
2 Male

44 [21] **How do you describe yourself?**

1 Afro-American/Black
2 American Indian or Alaskan Native
3 Caucasian-American/White
4 Mexican-American/Chicano
5 Asian American, Oriental, or Pacific Islander
6 Puerto Rican
7 Cuban or Other Hispanic Origin
8 Other (please specify) _____

45 [22] **How much formal education did your father (or male guardian) obtain?**

1 8th grade or less
2 Some high school
3 High school graduate
4 Some college
5 College graduate
6 Do not know

46 [23] **How much formal education did your mother (or female guardian) obtain?**

1 8th grade or less
2 Some high school
3 High school graduate
4 Some college
5 College graduate
6 Do not know

47 [24] **As of the end of the last semester you were enrolled at this college, what was your cumulative Grade Point Average (GPA) on the scale A = 4, B = 3, C = 2, D = 1?**

1 Below 1.0
2 1.0–1.99
3 2.0–2.50
4 2.51–2.99
5 3.0–3.50
6 Above 3.50
7 This is my first semester

48 [25–28] **Please circle all of the categories listed below that describe your status at this college.**

1 Veteran
2 International or foreign student (not a U.S. citizen)
3 Handicapped student
4 Financial aid recipient
5 Transfer student
6 None of the above apply to me

THANK YOU FOR YOUR COOPERATION.

For University Use Only

[1–4] Protocol Code _____
[5] Card Number _____
[6–7] University Code _____
[8] Type of Institution _____
[9–10] Class Time _____
[11] Discipline _____
[12] Course Level _____

APPENDIX 3. URBAN UNIVERSITY STUDY—STUDENT SURVEY IMPLEMENTATION GUIDE

Guidelines for Planning and Administering the Questionnaire

Pre-Administration Activities

Defining Research Needs. Defining and communicating the research needs and the purpose of the survey must be determined before a study such as this begins. The first steps should be to:

- delineate and clarify the specific problems to be studied;
- determine the critical questions to be answered; and
- consider possible uses for the survey results.

In establishing the purpose of the survey, it is important to obtain input from those who will use, or benefit from, the findings. Many different institutional personnel and constituencies may be interested in the results of a survey of student attitudes. Institutionwide involvement from the beginning will facilitate survey planning and implementation, will help ensure better reponse rates and more accurate reponses, and will facilitate actual use of the survey results.

Reviewing and Adapting the Questionnaire. The survey form must be carefully reviewed for a complete understanding of its content and format, and its appropriateness for use given the defined research needs. Particular features of the form should be considered. Each question has a specific purpose relating to planned analyses, and the responses to each question provide an adequate, tested range of realistic responses.

It is especially important to familiarize oneself with the numbering scheme embedded in the questionnaire: The first number to the left of each question, shown in boldface type, is the item number; there are 48 items. The second number, shown in lighter type and in brackets, is the column number for computerized data entry. In addition to these numbers, each response has its own sequential number, or as in the case for items 11, 12, 21, 24, 28, 29, 30, and 31, which offer a rating score response, the column number appears in brackets next to each subitem. The bracketed numbers are of special concern should any modifications be made to the questionnaire for local use.

Based on their defined research needs and objectives, institutions may wish to modify the questionnaire. Certain student demographic data, for example, may already be contained in the institution's master file. Eliminating those types of items shortens the questionnaire and may encourage better response rates. However, including these questions is preferred because:

- The institutional master file may not include some of the items for all students, or some items may be missing from the files of some students.
- The data in the institutional master files may be outdated for some students.
- Even if the data are complete and up-to-date, it may be administratively impossible for the survey researchers to obtain access to the master file.
- Some institutions may wish to administer the questionnaires anonymously and consequently cannot access the master file for matching.
- Mismatching questionnaires with master files may eliminate valuable analysis capabilities for certain respondents.

Including these items is especially important if only a sample of the total student population will be surveyed. It then becomes important to know the demographic characteristics of those students who completed the questionnaire for analysis of response trends by type of student; a cross-check with the institution's master file can confirm the samples' representativeness of the student population.

Local or institution-specific questions may be added, and certain items on the College Board questionnaire deleted, so that only data relevant to the defined research needs and to local situations are collected. If questions are added, deleted, or modified, the following steps must be taken:

- The response set for any single item can be no more than nine responses. This restriction is necessary for computerized data entry and analyzing the responses to each item.
- The coding scheme embedded on the College Board printed questionnaire must be adjusted.
- The local questions must be printed and attached to the questionnaire.

In developing local questions, carefully review the questionnaire to ensure that a similar or redundant item does not already exist.

Selecting Survey Sample. Survey planners who are considering the use of this questionnaire must ultimately make their own decision about their institution's sample size. Based on the defined research needs and anticipated use of the results, should all students be surveyed or will some portion or sample of students suffice? If any institution elects to use a sample of students, how should the sample be selected and how many should be in the sample?

Ideally, if at all feasible, the total population of students should be surveyed to yield the most complete data set. However, such factors as cost, time, and personnel resources must be considered in making a final decision.

If the institution decides not to survey the total student population, researchers must select an appropriate sample. Probably the easiest and most reliable method is to select a simple random sample. Other sampling plans may also be used, such as stratified random sampling or cluster sampling.

The College Board, in its initial administration of the survey, used a total sample of 5 percent of the undergraduate student population at each of the ten participating institutions (or of the designated campus in the case of multiple campus institutions). The sample was stratified by type of class. The total number of classes surveyed at each institution was determined by (1) the desired sample size as defined above and (2) an estimated enrollment of 20–35 students per class. Selected classes were representative of all classes in the following areas:

- schedule or class time, for example, morning, afternoon, or evening;
- level, for example, first, second, third, or fourth year or level course; and
- college and/or discipline.

The sample design is illustrated in Figure 1.

Individual classes were identified using the current semester's schedule of classes. Important details such as changes in class meeting time, changes in enrollment size, and changes in class meeting location were checked and confirmed.

Notification of Survey Participants. The Urban University Study—Student Survey (UUS-SS) was designed to be administered by institution staff or faculty members and their designated assistants. Should an institution prefer to administer the survey by mailing or otherwise distributing the questionnaire to students, a special introductory/explanatory cover letter must be prepared for the initial distribution and for any subsequent follow-up distributions. The cover letter should explain the purpose of the survey and how the results will be used. These letters should be printed on institutional stationery and, if possible, signed by the president. The letter should:

- Convey the importance of the student's response.
- State that responses will be confidential.
- Emphasize the value *to the student* in responding to the questionnaire.
- Provide clear and specific directions about how to fill out the questionnaire. (In particular, the letter should tell respondents whether they should complete the demographic questions. The letter should also inform the respondent if local items have been attached.)
- State when, where, and how the questionnaire should be returned.

If a follow-up letter is sent to nonrespondents, it should emphasize that responses are confidential and should remind students that the institution must receive as many completed questionnaires as possible.

The College Board, in its initial administration of the survey, used institution staff and faculty members, and their appointed assistants, to distribute and collect the questionnaires in individual classes. Survey administrators chose this procedure for two reasons: (1) the entire survey could be conducted within a one- to two-week period and (2) it ensured an optimal response rate. The procedure that the College Board used is described below.

First, a "campus coordinator" at each of the ten participating institutions was identified. The campus coordinator, whom the president of the institution assigned to the survey project, was either a staff member in the president's office, a dean, or a faculty member. These individuals coordinated and managed the survey administration process at their institution.

Second, one month before the scheduled survey administration period, the president's office sent a letter to all affected faculty members. The letter:

- informed them of their selection to participate in the survey;
- described the purpose of the survey;
- identified which, when, and how their classes would be affected;
- confirmed institutional support for the project (that is, president, the institutional research office, the College Board, and the Ford Foundation);
- encouraged their support for this activity; and
- provided a point of contact for questions or problem resolution.

Figure 1. Sample Design

Course Level

		000-001	*200*	*300*	*400*
Day	H A&S SS S				
	BA Cn				
Evening	H A&S SS S				
	BA Cn				

A&S = Arts and Sciences
BA = Business Administration
Cn = Other Colleges

H = Humanities Courses
SS = Social Science Courses
S = Science Courses

Figure 2. Sample Letter

XYZ College
Office of the President

Dear_____:

We are pleased to inform you of your selection to participate in a student survey being conducted through the Office of Institutional Research. The survey will be conducted during the period of February 21–March 4, 1983. This survey, which is part of a nationwide study of urban universities and colleges, is being coordinated by the College Board and is sponsored by the Ford Foundation.

The purpose of the study is to identify the characteristics, needs, and problems of students enrolled in urban institutions of higher education. This information is important in determining the changing profile of our student body so that we can continue to make informed decisions in planning and offering the services and programs most needed by our students.

A representative from the Office of Institutional Research will administer the survey during your class periods shown below:

Date *Course Title* *Time*

The survey will take approximately 30 minutes to complete. Since it is most important that we reach as many students as possible, please do not announce this activity to your class in advance.

The Office of Institutional Research will give you more details about the survey before the scheduled administration period. Should you have any questions regarding this activity, please address them to _____(Name)_____ at the Office of Institutional Research.

We appreciate your fullest cooperation in this effort.

Sincerely,

The President

Figure 3. Sample Reminder Notice

XYZ College
Office of Institutional Research

Dear_____:

This is to remind you that the XYZ College student survey is scheduled for next week. As noted in the President's letter of _____(date),_____ your classes listed below will participate in the survey.

Course Title *Time* *Date*

A representative from this Office will administer the survey to the class. The survey will take approximately 30 minutes to complete. Since it is most important that we reach as many students as possible, please do not announce this activity to your class in advance.

Should you have any questions regarding this activity please feel free to call me.

Sincerely,

Campus Coordinator

A sample letter is shown in Figure 2 for use as a model.

Finally, one to two weeks before the survey period, a follow-up reminder notice was sent to each of the faculty members in whose classes the survey was to be administered. The purpose of the notice was to:

- remind them of the survey dates and their affected classes;
- provide information on how the survey was to be administered; and
- remind them *not* to announce the survey to their students in advance.

A sample reminder notice is shown in Figure 3.

Precoding and Packaging the Questionnaires. The UUS-SS was designed for automated data processing. The College Board strongly recommends that form identifier codes be entered on each questionnaire before distribution to ensure that returned questionnaires can be identified easily and all forms can be accounted for. Identifier codes

are entered by hand in the appropriate spaces on the last page of the survey form. The identifier codes used by the College Board are:

Protocol Code: A sequential four-digit control number (0001–9999).
Card Number: The first, second, or third computer card punched for each questionnaire, to be entered by the keypuncher.
University Code: A unique two-digit number assigned to each institution, school, or campus participating in the survey.
Type of Institution: A one-digit code to identify institutional designation or status (that is, public/private, two-year/four-year).
Class Time: A two-digit number assigned to classes according to the time of day at which they meet.
Discipline: A one-digit number assigned to the broad category of academic instruction (for example, Arts and Humanities = 1; Social and Behavorial Sciences = 2; Physical, Natural, and Life Sciences = 3).
Course Level: A one-digit number which identifies the level of the course (that is, freshman, sophomore, junior, senior, developmental).

For control purposes questionnaires should be precoded and packaged by class. One form per student enrolled in the participating class, plus several extra forms, should be placed in an envelope. The envelope should be labeled as shown in Figure 4. All information on the envelope label except the "Protocol Code Numbers Used," "Date Administered," and "Signature of Questionnaire Administrator" should be entered before distribution.

Administering the Survey

The following procedures have been used successfully in administering questionnaires to classes:

A. Introductions
   1. Present introductory briefing (see Figure 5)
   2. Excuse students who have completed the questionnaire in a previous class
   3. Administer questionnaires in sequential order (according to protocol codes entered on the last page of the form)
   4. Present questionnaire instructions
      a. Anonymous responses
      b. Numbering scheme (question number vs. data entry codes)
      c. No discussion; direct questions to monitor only
      d. Read each question and all available responses carefully and completely before responding

B. Collection
   1. Collect questionnaires from all students
   2. Place all questionnaires (completed and unused) in envelope
      a. Ensure each form has all pages intact
      b. Note on envelope which protocol code numbers were used
      c. Sign and date the envelope
   3. Return to survey director

The College Board's experience indicates that students take, on the average, about 20 minutes to complete the questionnaire.

Figure 4. Sample Envelope

University Name
(Campus Name – if appropriate)

Class Title
Class Time

Questionnaire Numbers Assigned: _____ to _____ Total: _____

Questionnaire Numbers Used: _____ to _____ Total: _____

Signature of Questionnaire Administrator: _____

Figure 5. Introductory Briefing (Classroom)

Good morning/afternoon/evening. My name is _____, I am from the Office of _____. Your professor/instructor _____ (name) has been kind enough to allow me to come here today to ask your help in contributing to a study of urban colleges and universities that is being conducted by the College Board. _____ (This college) is one of ten urban colleges and universities participating in the study.

I would like each of you to fill out a questionnaire; it will take about 20 minutes to complete. The survey asks basic questions about your background and about the kinds of services that colleges offer that you feel are necessary given your special academic, personal, and employment situation.

First, let me take just a moment to give you a little background information on the survey project. This project is being conducted by the College Board and is supported by the Ford Foundation. In 1977, the Ford Foundation began a series of studies on urban-oriented colleges and universities. These studies were designed to increase understanding about schools in urban areas which primarily serve local residents.

This particular study, which involves ten colleges and universities across the country, is designed to answer three major questions:

(1) Who is attending urban colleges and universities today? What is the student body profile at urban colleges?

(2) With concern about high levels of attrition (dropping out), we want to know more about students' educational backgrounds and goals. And we want to know more about students' out-of-school responsibilities, especially if they have jobs, so that the schools can plan schedules and services to best meet students' needs.

(3) We also need to know what college services students use, what students think of them, and how services might be made more useful.

This information is important to us here at _____ (this college) in determining the changing profile of our student body so that we can continue to make informed decisions in planning and offering the services and programs our students need most.

Each questionnaire is anonymous; we don't want you to put your name on it. The questionnaires will be analyzed by institution, not by individual class or student. Has anyone here participated in this survey in another class this week? (If so, those students should not complete another questionnaire.) (Note: This is an undergraduate student survey. Any graduate students in the class should *not* complete the questionnaire.)

I'll pass out the questionnaire now. Before you begin let me point out a few items on the form for you. First, let's read the introduction (READ ALOUD). As you look through the questions, you will notice two sets of numbers on each question. The first number is the item number. There are 48 questions in all. The smaller numbers (those in brackets) will be used when the data are keypunched for computer analysis. They refer to computer card column numbers; you don't need to pay attention to them.

Please work independently as you complete the questionnaire. Do not talk among yourselves while you're filling it out. If you have any questions please feel free to ask me. Please read each question very carefully. In most cases you will *circle* the number of the response that is most appropriate for you but some questions ask you to write in an answer. If you mark an answer and then want to change it, cross out your original answer so that it is clear which response is the correct or final one.

When you have finished, please return your form to me. If you have any comments or questions on this questionnaire or the survey project in general when you're finished, I would be very interested in talking with you. Are there any questions now? If not, please begin.

Coding, Processing, and Analyzing the Data

The questionnaire was designed for automated data processing. Suggestions for each step of data processing and analysis, including the use of standardized computer software, are provided here.

Hand-Coding and Inspecting Returned Questionnaires

When the envelopes containing completed questionnaires are received, follow the steps listed below:

1. Check the contents of the envelopes to ensure that the precoded information on the forms matches the class designation information on the envelope label. Make any necessary corrections.
2. Remove any unused forms.
3. Spot check the completed questionnaires to ensure that students have followed directions and that no inconsistencies have occurred in the kinds of responses received for each question.
4. Question 17, the student's intended major or area of study, must be hand-coded. A sample coding scheme is shown in Figure 6. Up to 99 different codes may be used if a more detailed breakout is desired.
5. Spot check students' responses to questions that provide an "Other" response category to ensure that the student response does not simply paraphrase an otherwise available response.
6. Any question that has not been answered should be coded 0 (zero).
7. Any question that contains multiple responses should be coded 9 (nine) unless the question has specifically instructed the respondent to circle all that apply (for example, Question 38).

Figure 6. Question 17: Codes for Major or Area of Study

01 FINE AND APPLIED ARTS
- Art
- Dance
- Drama
- Music
- Architecture & Environmental Design

02 HUMANITIES
- English (Letters)
- Speech
- Philosophy
- Theology & Religion
- Communications
- Foreign Languages
- Journalism

03 EDUCATION

04 BUSINESS & MANAGEMENT (including Accounting, Economics)

05 SOCIAL & BEHAVIORIAL SCIENCES
- Psychology
- Sociology
- Interdisciplinary Studies
- Area Studies
- History
- Political Science
- Law
- Anthropology
- Social Work
- Library Science
- Military Sciences
- Public Service Technologies (including Law Enforcement & Fire Control)

06 ENGINEERING

07 MATHEMATICS

08 COMPUTER, INFORMATION SCIENCES AND DATA PROCESSING TECHNOLOGIES

09 PHYSICAL, NATURAL, AND LIFE SCIENCES
- Agriculture & Natural Resources
- Biology & Life Sciences
- Health Professions
- Home Economics & Food Services Technologies
- Physical Sciences (including Chemistry, Physics, Earth Science, etc.)
- Construction & Building Technologies

10 NONE, NOT PURSUING A DEGREE

11 UNDECIDED

12 GENERAL, LIBERAL ARTS, ARTS AND SCIENCES, ETC.

00 BLANK

Figure 7. Analysis Plan

I. Who Are the Students in Urban Universities?

A. Demographics

Tables:
- Time of Class Meeting by Age
- Time of Class Meeting by Employment Status
- Time of Class Meeting by Marital Status, by Number of Dependents

Frequency Distributions:
- Ethnic Background
- Student Categories
- Formal Education of Father
- Formal Education of Mother
- Living Arrangements
- Class Level

B. Economic Profile

Tables:
- Financial Aid by Personal Income
- Financial Aid by Family Income
- Methods of Financing Education by Age
- Number of Hours per Week Worked by Type of Job

C. Non-School Responsibilities

Tables:
- Number of Hours per Week Worked by Cumulative GPA

Correlations:
- Number of Hours per Week Worked and Number of Course Credits

D. Educational Background and Previous Experience

Frequency Distributions:
- Situation Prior to Enrolling
- Type of College, School Attended Previously
- Type of High School Credentials
- Highest Degree to Date

Tables:
- SAT Score by H.S. GPA
- ACT Score by H.S. GPA
- Type of Standardized College Admissions Test by SAT Score, by ACT Score

E. Educational Goals and Aspirations

Tables:
- Ultimate Degree Goal by H.S. GPA
- Ultimate Degee Goals by SAT
- Ultimate Degree Goal by ACT
- Current Degree Working Toward by Time to Complete
- Ultimate Degree by Sex
- Ultimate Degree by Age
- Ultimate Degree by Ethnicity
- Ultimate Degree by Formal Education of Mother
- Ultimate Degree by Formal Education of Father

F. Current Educational Status

Frequency Distributions

Tables:

Major by:
- Sex
- Age
- Situation Prior to Enrolling
- Cumulative GPA
- H.S. GPA
- SAT/ACT

II. What Do the Students Perceive As the Important Aspects and Functions of the Urban University?

A. Selection Factors

Tables:
- Race by Each Selection Factor
- Age by Each Selection Factor
- Prior Situation by Each Selection Factor

Frequency Distributions:
- How First Learned about College
- Three Most Important Selection Factors
- Single Most Important Reason for Choosing this College by Age

B. Attrition/Tenacity

Tables:
- Tenacity/Dropouts by Consideration Factors
- Droputs by Marital Status by Number of Dependents
- Dropouts by Personal
- Dropouts by Access

Correlations:
- Dropouts and Personal Income
- Dropouts and Family Income
- Dropouts and Number of Dependents
- Dropouts and Ethnicity

Frequency Distributions:
- Dropouts
- Plan to Re-enroll

III. Student Services: Awareness, Satisfaction, and Problems

Tables:
- Individual Services by Time of Class Meeting
- Access by Cumulative GPA
- Services Needed by Time of Class Meeting
- Services Needed by Level

Frequency Distributions:
- Academic
- Campus Activities
- Personal
- Most Important Service
- Second Most Important Service
- Third Most Important Service
- Schedule Preference
- Reason for Not Taking Courses

Data Entry

Computerized data entry numbers have been assigned to each item on the questionnaire. The computerized data entry numbers appear in brackets, usually immediately to the right of the item number. In assigning these location numbers, it is assumed that an 80-column system would be used. Because of the number of items on the questionnaire, three 80-column records must be used for each completed questionnaire.

The number in brackets refers to the column in which the answer should be placed on the coding sheet. Columns 1–13 consist of the information found at the bottom of the

back page of the survey form (protocol code, card number, university code, type of institution, etc.). Each survey form will use three lines on the coding sheet. Question 27 is in column 80 of the first line. Columns 1–5 on the second line will contain the protocol code and card number (the card number will now be 2). Question 34 is in column 80 of the second line and, again, columns 1–5 of the third line will contain the protocol code and the card number (the card number is now 3). For any schools that have included an extra sheet of questions, the protocol code will be in columns 1–4 on the fourth line and the card number (4) will be in the fifth column. Answers to these extra questions should be coded in the same manner as those in the large survey.

Four special cases could be noted:

- Question 17: Codes for student major or area of study are provided in Figure 6.
- Question 31: The College Board simply coded cases of response/no response on this question. There are three lines available on the questionnaire for three responses; for each of the three columns (75, 76, and 77) code 1 (one) if a response is given and 0 (zero) if no response is present. If one response takes up three lines, give column 75 only a 1 (one) and place a 0 (zero) in 76 and 77. The same procedure holds for a two-line response. Specific responses to Question 31 were listed and tallied on a separate sheet.
- Questions 38 and 48: These questions instructed respondents to "circle all that apply." If any item is not circled, it is to be coded 0 (zero); a circled item is coded 1 (one). For example, if on Question 38 a respondent circled 4—Loans; 6—Grants; and 7—Other; then columns 9–15 would look like this: 0001011.
- Question 48: Responses to this question should be coded in columns 25–30, not 25–28 as indicated on the printed questionnaire.

The coding scheme that the College Board used is provided, in its entirety in the next section.

Analysis Plan

The data analysis plan used should reflect the defined research needs, as discussed earlier in this Appendix. The data analysis plan that the College Board developed and used is shown in Figure 7. It may be employed as presented, modified to conform to minor changes or additions to the questionnaire made by the user-institution, or used as a model in developing a new plan which more closely reflects institution-specific research needs. The College Board's analysis plan consists primarily of frequency distributions, cross-tabulations, and correlational analyses.

Computer Program

The College Board used the Statistical Package for the Social Sciences (SPSS) to computerize the analysis plan. Any alternative statistical software package, such as the Statistical Analysis (SAS), or an original computer program designed to produce the desired relevant statistics, such as frequency distributions, cross-tabulation, correlations, and other descriptive quantitative statistics may be used.

College Board Coding Scheme for Urban Study Questionnaire

Variable Name	*Position*	*Format*	*Comments*	
1. Protocol code	1-4	I4	Missing, no answer given	0000
			College 1	0001-0999
			College 2	1001-1999
			College 3	2001-2999
			College 4	3001-3999
			College 5	4001-4999
			College 6	5001-5999
			College 7	6001-6999
			College 8	7001-7999
			College 9	8001-8999
			College 10	9001-9999
2. Card number	5	I1	Card #1	
3. University code	6-7	I2	Missing, no answer given	00
			College 1	01
			College 2	02
			College 3	03
			College 4	04
			College 5	05
			College 6	06
			College 7	07
			College 8	08
			College 9	09
			College 10	10
			College 11	11
			College 12	12
4. Type of Institution	8	I1	Missing, no answer given	0
			Public, 2-year	1
			Public, 4-year	2
			Private, 2-year	3
			Private, 4-year	4
5. Class time	9-10	I2	Missing, no answer given	00
			6:00-9:59 a.m.	01
			10:00-11:59 a.m.	02
			12:00-1:59 p.m.	03
			2:00-4:59 p.m.	04
			5:00-10:00 p.m.	05
6. Discipline	11	I1	Missing, no answer given	0
			Arts and humanities	1
			Social and behavioral sciences	2
			Physical, natural, and life sciences	3
7. Course level	12	I1	Missing, no answer given	0
			Freshman	1
			Sophomore	2
			Junior	3
			Senior	4
			Developmental/Basic skills	5

Variable Name	*Position*	*Format*	*Comments*	
1. Prior Situation	13	I1	Missing, no answer circled	0
			In high school	1
			Attending another college	2
			Employed	3
			In the military	4
			Unemployed, not in school	5
			Employed, attending another college	6
			Other	7
			More than one response	9
2. Previously attending	14	I1	Missing, no answer circled	0
			Not applicable	1
			4-year public	2
			4-year private	3
			2-year public	4
			2-year private	5
			Vocational/technical	6
			Other	7
			More than one response	9
3. H.S. credentials	15	I1	Missing, no answer circled	0
			U.S. H.S. diploma	1
			G.E.D.	2
			H.S. equivalency certificate	3
			No diploma, did not complete	4
			Still in H.S.	5
			Completed outside U.S.	6
			Other	7
			More than one response	9
4. H.S. GPA	16	I1	Missing, no answer circled	0
			Below 1.0	1
			1.0-1.99	2
			2.0-2.50	3
			2.51-2.99	4
			3.0-3.50	5
			Above 3.50	6
			N/A, tested for G.E.D.	7
			N/A, did not complete H.S.	8
			More than one response	9
5. Test taken	17	I1	Missing, no answer circled	0
			SAT	1
			ACT	2
			SAT and ACT	3
			Did not take either	4
			I do not know	5
			More than one response	9
6. Combined SAT (verbal & math)	18	I1		
			Missing, no answer circled	0
			N/A, did not take	1
			N/A, don't know if I took	2
			200-499	3
			500-799	4
			800-1099	5
			1100-1399	6
			1400-1600	7
			Don't know (did take SAT)	8
			More than one response	9

Variable Name	*Position*	*Format*	*Comments*	
7. Combined ACT	19	I1	Missing, no answer circled	0
			N/A, did not take	1
			N/A, don't know if I took	2
			1-9	3
			10-18	4
			19-27	5
			28-36	6
			Don't know (did take ACT)	7
			More than one response	9
8. Learned about institution	20	I1	Missing, no answer circled	0
			Newspaper, magazine, college literature	1
			Radio or television	2
			Employer	3
			H.S. counselor or teacher	4
			Friend, parent, spouse, relative	5
			College staff or faculty	6
			Have always known about it	7
			Other	8
			More than one response	9
9. Decision influence	21	I1	Missing, no answer circled	0
			Employer	1
			H.S. counselor or teacher	2
			Friend, parent, spouse, relative	3
			College staff or faculty	4
			Self	5
			Other	6
			More than one response	9
10. Single reason	22	I1	Missing, no answer circled	0
			Begin, continue college education	1
			Career entry	2
			Career advancement	3
			Career change	4
			Improve current job skills	5
			Improve language/academic skills	6
			Personal enjoyment	7
			Other	8
			More than one response	9
11. Decision factors	23–36	I14	*FOR EACH OF THE FOURTEEN FACTORS:*	
			Missing, no answer circled	0
			Very important	1
			Important	2
			Undecided	3
			Not important	4
			Did not influence decision	5
			More than one response	9
FACTORS	23	I1	Academic reputation	
	24	I1	Sports, extracurricular activities	
	25	I1	Specific course of study	
	26	I1	Skills or developmental courses	
	27	I1	Rejected by college of choice	
	28	I1	Availability of financial aid	
	29	I1	Opportunity to make new friends	
	30	I1	Close to home/job	
	31	I1	Change in scenery or location	
	32	I1	Student service; range/availability	
	33	I1	Identify with fellow students	
	34	I1	Cost of going to college	
	35	I1	Unable to find satisfactory employment	
	36	I1	Improve academic standing	

Variable Name	*Position*	*Format*	*Comments*	
12. Three factors	37-42	16		
Most important	37-38	12	Missing, no answer given	00
			Academic reputation	23
			Sports, extracurricular	24
			Specific course of study	25
			Skills or developmental courses	26
			Rejected by college of choice	27
			Availability of financial aid	28
			Opportunity to make new friends	29
			Close to home/job	30
			Change in scenery or location	31
			Student services; range/availability	32
			Identify with fellow students	33
			Cost of going to college	34
			Unable to find employment	35
			Improve academic standing	36
			More than one response	99
Second important	39-40	12	Missing, no answer given	00
			Academic reputation	23
			Sports, extracurricular	24
			Specific course of study	25
			Skills or developmental courses	26
			Rejected by college of choice	27
			Availability of financial aid	28
			Opportunity to make new friends	29
			Close to home/job	30
			Change in scenery or location	31
			Student services; range/availability	32
			Identify with fellow students	33
			Cost of going to college	34
			Unable to find employment	35
			Improve academic standing	36
			More than one response	99
Third important	41-42	12	Missing, no answer given	00
			Academic reputation	23
			Sports, extracurricular	24
			Specific course of study	25
			Skills or developmental courses	26
			Rejected by college of choice	27
			Availability of financial aid	28
			Opportunity to make new friends	29
			Close to home/job	30
			Change in scenery or location	31
			Student services; range/availability	32
			Identify with fellow students	33
			Cost of going to college	34
			Unable to find employment	35
			Improve academic standing	36
			More than one response	99
13. Highest degree	43	I1	Missing, no answer circled	0
			No degree at all	1
			H.S. diploma or G.E.D.	2
			Certificate	3
			Associate degree	4
			Bachelor's degree	5
			Master's degree	6
			Professional degree	7
			Doctoral degree	8
			More than one response	9

Variable Name	*Position*	*Format*	*Comments*	
14. Degree currently working toward	44	I1		
			Missing, no answer circled	0
			None, plan to transfer	1
			Not seeking degree or certificate	2
			Certificate	3
			Associate degree	4
			Bachelor's degree	5
			Master's degree	6
			Professional degree	7
			Doctoral degree	8
			More than one response	9
15. Current degree, time spent	45	I1		
			Missing, no answer circled	0
			Less than one year	1
			One year	2
			Two years	3
			Three years	4
			Four years	5
			Five years or more	6
			More than one response	9
16. Current degree, Time left to complete	46	I1		
			Missing, no answer circled	0
			Not pursuing degree or certificate	1
			Less than one year	2
			One year	3
			Two years	4
			Three years	5
			Four years	6
			Five years or more	7
			More than one response	9
17. Major	47-48	I2	Missing, no answer given	00
			Fine and Applied Arts Art, Dance, Drama, Music, Architecture & Environmental Design	01
			Humanities English (Letters), Speech, Philosophy, Theology & Religion Communications, Foreign Languages Journalism	02
			Education	03
			Business & Management Including Accounting, Economics	04
			Social & Behavioral Sciences Psychology, Sociology, History, Area Studies, Political Science, Interdisciplinary studies, Law, Anthropology, Social work, Library science, Military sciences, Public service technologies (Law enforcement, Fire control)	05
			Engineering	06
			Mathematics	07

Variable Name	*Position*	*Format*	*Comments*	
			Computer, Information science & Data Processing technologies	08
			Physical, Natural, and Life sciences Agriculture & natural resources Biology & life sciences Health professions Home economics & food service technology Physical sciences (Chemistry, Physics, Earth Science, etc.) Construction & Building technology	09
			None, not pursuing degree	10
			Undecided	11
			General, Liberal arts, Arts & Sciences, etc.	12
18. Course load	49	I1	Missing, no answer circled	0
			Less than 3 credits	1
			3-5 credits	2
			6-8 credits	3
			9-11 credits	4
			12-14 credits	5
			15 or more credits	6
			Not enrolled for credit	7
			More than one response	9
19. Class level	50	I1	Missing, no answer circled	0
			Freshman	1
			Sophomore	2
			Junior	3
			Senior	4
			Special or nondegree student	5
			Other/unclassified	6
			Does not apply at this college	7
			More than one response	9
20. Remedial, yes/no	51	I1	Missing, no answer circled	0
			Yes	1
			No	2
			Do not know	3
			More than one response	9
21. Remedial, #	52-58	I7		
Reading	52	I1	No answer circled	0
			1 taken	1
			2 taken	2
			3 taken	3
			4 taken	4
			5 taken	5
			More than one response	9
Writing	53	I1	No answer circled	0
			1 taken	1
			2 taken	2
			3 taken	3
			4 taken	4
			5 taken	5
			More than one response	9

Variable Name	*Position*	*Format*	*Comments*	
Math	54	I1	No answer circled	0
			1 taken	1
			2 taken	2
			3 taken	3
			4 taken	4
			5 taken	5
			More than one response	9
ESL	55	I1	No answer circled	0
			1 taken	1
			2 taken	2
			3 taken	3
			4 taken	4
			5 taken	5
			More than one respo se	9
Study skills	56	I1	No answer circled	0
			1 taken	1
			2 taken	2
			3 taken	3
			4 taken	4
			5 taken	5
			More than one response	9
Other	57	I1	No answer circled	0
			1 taken	1
			2 taken	2
			3 taken	3
			4 taken	4
			5 taken	5
			More than one response	9
Not applicable	58	I1	Not checked	0
			Checked	1
22. Stop out/return, reason	59	I1		
			Missing, no answer circled	0
			N/A taken courses every term	1
			Work responsibilities	2
			Family responsibilities	3
			Financial reasons	4
			Personal reasons	5
			Courses not available/at wrong time	6
			Other	7
			More than one response	9
23. Dropout considered?	60	I1	Missing, no answer circled	0
			Yes	1
			No	2
			More than one response	9
24. Dropout factors	61-77	I17	*FOR EACH OF THE SEVENTEEN FACTORS:*	
			Missing, no answer circled	0
			Very important	1
			Important	2
			Neutral	3
			Unimportant	4
			Very Unimportant	5
			More than one response	9
FACTORS	61	I1	Quality of instruction	
	62	I1	Distance; class to home/job	
	63	I1	Scheduling; outside activity	

Variable Name	*Position*	*Format*	*Comments*	
	64	I1	Quality of prior academic preparation	
	65	I1	Obtain enough financial aid	
	66	I1	Ability to pay w/o financial aid	
	67	I1	Relevance of program to personal and career goals	
	68	I1	Encouragement; family, friends	
	69	I1	Encouragement; employer	
	70	I1	Employment requirements, time	
	71	I1	Family requirements, time	
	72	I1	Available social activity on campus	
	73	I1	Available sports/extracurricular activities on campus	
	74	I1	Available student services	
	75	I1	Relationships with faculty	
	76	I1	Personal motivation	
	77	I1	Other	
25. Next semester plans	78	I1	Missing, no answer circled	0
			Yes	1
			No, I will graduate this term	2
			No, but plan to return later	3
			No, plan to transfer	4
			No, no plans for education now	5
			I am undecided	6
			More than one response	9
26. Ultimate degree	79	I1	Missing, no answer circled	0
			None	1
			Certificate	2
			Associate degree	3
			Bachelor's degree	4
			Master's degree	5
			Professional degree	6
			Doctoral degree	7
			More than one response	9
27. Class time preferred	80	I1	Missing, no answer circled	0
			Mornings	1
			Afternoons	2
			Evenings	3
			Weekends	4
			Spread out during entire day	5
			It does not matter	6
			More than one response	9
1. Protocol code	1-4	I4	Missing, no answer given	0000
			Comm. Coll. of All. Cty.	0001-0999
			The Loop College	1001-1999
			Loyola University	2001-2999
			Rutgers	3001-3999
			Suffolk University	4001-4999
			Univ. CO, Denver	5001-5999
			Univ. MA, Boston	6001-6999
			Univ. MO, St. Louis	7001-7999
			Univ. of New Orleans	8001-8999
			Washburn Univ. of Topeka	9001-9999
2. Card number	5	I1	Card #2	

Variable Name	*Position*	*Format*	*Comments*	
28. Agree/disagree	6-40	I35	FOR EACH OF THE THIRTY-FIVE QUESTIONS:	
			Missing, no answer circled	0
			Strongly agree	1
			Agree	2
			Undecided	3
			Disagree	4
			Strongly disagree	5
			More than one response	9
QUESTIONS	6	I1	Admissions procedures good	
	7	I1	Orientation procedures good	
	8	I1	Registration procedures good	
	9	I1	Classes scheduled conveniently	
	10	I1	Quality of prior academic preparation	
	11	I1	Classes located conveniently	
	12	I1	Public transportation is good	
	13	I1	Less than 30 min. to campus	
	14	I1	Respect for faculty present	
	15	I1	Quality of instruction good	
	16	I1	Instructors available	
	17	I1	Class material meets needs	
	18	I1	Grading system is fair	
	19	I1	Instructors respect me	
	20	I1	Course variety satisfactory	
	21	I1	Preparation will benefit future occupation	
	22	I1	Flexibility of program design	
	23	I1	Academic advisor useful	
	24	I1	Academic and career guidance good	
	25	I1	Good information; services, activities	
	26	I1	Want more social activities	
	27	I1	Extracurricular activity variety	
	28	I1	Easy to become involved on campus	
	29	I1	Attend cultural program on campus	
	30	I1	Good information; cultural program	
	31	I1	To student union once a week	
	32	I1	Support services available elsewhere	
	33	I1	Encouraged; family & friends	
	34	I1	Difficulty; family responsibility	
	35	I1	Difficulty; work responsibility	
	36	I1	Encouraged; employer	
	37	I1	Will quit; lack of money	
	38	I1	Campus security system adequate	
	39	I1	Positive impact; personal counseling	
	40	I1	Identify employment; useful assistance	
29. Services provided	41-68	I28	*FOR EACH OF THE TWENTY-EIGHT ITEMS:*	
			Missing, no answer circled	0
			Do not know about this service	1
			Know about but have not used	2
			Used and was satisfied	3
			Used and was not satisfied	4
			More than one response	9
SERVICES	41	I1	Academic advising	
	42	I1	Counseling/guidance; academic, career	
	43	I1	Counseling/guidance; personal	
	44	I1	Tutoring	
	45	I1	Career planning	
	46	I1	Job placement	
	47	I1	Recreational, athletic programs	
	48	I1	College cultural programs	
	49	I1	Financial aid	
	50	I1	Student employment	

Variable Name	*Position*	*Format*	*Comments*	
	51	I1	Minority affairs	
	52	I1	Veterans affairs	
	53	I1	Disabled/handicapped services	
	54	I1	International student services	
	55	I1	Food services (cafeteria, etc.)	
	56	I1	Food services (vending machines)	
	57	I1	Health care services	
	58	I1	Library facilities and services	
	59	I1	Child care services	
	60	I1	Housing services	
	61	I1	Bookstore	
	62	I1	Campus security	
	63	I1	Parking facilities	
	64	I1	Student information/referral services	
	65	I1	Student activities	
	66	I1	Skills improvement programs	
	67	I1	College orientation	
	68	I1	Other	
30. Three services	69-74	I6		
Most important	69-70	I2	Missing, no answer given	00
		I2	Academic advising	41
		I2	Counseling/guidance; academic, career	42
		I2	Counseling/guidance; personal	43
		I2	Tutoring	44
		I2	Career planning	45
		I2	Job placement	46
		I2	Recreational, athletic programs	47
		I2	College cultural programs	48
		I2	Financial aid	49
		I2	Student employment	50
		I2	Minority affairs	51
		I2	Veterans affairs	52
		I2	Disabled/handicapped services	53
		I2	International student services	54
		I2	Food services (cafeteria, etc.)	55
		I2	Food services (vending machines)	56
		I2	Health care services	57
		I2	Library facilities and services	58
		I2	Child care services	59
		I2	Housing services	60
		I2	Bookstore	61
		I2	Campus security	62
		I2	Parking facilities	63
		I2	Student information/referral services	64
		I2	Student activities	65
		I2	Skills improvement programs	66
		I2	College orientation	67
		I2	Other	68
		I2	Missing, no answer given	99
Second important	71-72	I2	Missing, no answer given	00
		I2	Academic advising	41
		I2	Counseling/guidance; academic, career	42
		I2	Counseling/guidance; personal	43
		I2	Tutoring	44
		I2	Career planning	45
		I2	Job placement	46
		I2	Recreational, athletic programs	47
		I2	College cultural programs	48
		I2	Financial aid	49
		I2	Student employment	50
		I2	Minority affairs	51
		I2	Veterans affairs	52

Variable Name	*Position*	*Format*	*Comments*	
		I2	Disabled/handicapped serv[illegible]	53
		I2	International student ser[illegible]	54
		I2	Food services (cafeteri[illegible]	55
		I2	Food services (vending machines)	56
		I2	Health care services	57
		I2	Library facilities and services	58
		I2	Child care services	59
		I2	Housing services	60
		I2	Bookstore	61
		I2	Campus security	62
		I2	Parking facilities	63
		I2	Student information/referral services	64
		I2	Student activities	65
		I2	Skills improvement programs	66
		I2	College orientation	67
		I2	Other	68
		I2	Missing, no answer given	99
Third important	73-74	I2	Missing, no answer given	00
		I2	Academic advising	41
		I2	Counseling/guidance; academic, career	42
		I2	Counseling/guidance; personal	43
		I2	Tutoring	44
		I2	Career planning	45
		I2	Job placement	46
		I2	Recreational, athletic programs	47
		I2	College cultural programs	48
		I2	Financial aid	49
		I2	Student employment	50
		I2	Minority affairs	51
		I2	Veterans affairs	52
		I2	Disabled/handicapped services	53
		I2	International student services	54
		I2	Food services (cafeteria, etc.)	55
		I2	Food services (vending machines)	56
		I2	Health care services	57
		I2	Library facilities and services	58
		I2	Child care services	59
		I2	Housing services	60
		I2	Bookstore	61
		I2	Campus security	62
		I2	Parking facilities	63
		I2	Student information/referral services	64
		I2	Student activities	65
		I2	Skills improvement programs	66
		I2	College orientation	67
		I2	Other	68
		I2	Missing, no answer given	99
31. Desired services	75-77	I3	*FOR EACH OF THREE LINES PROVIDED:*	
	75,76,77	I1, I1, I1	No response written	0
	75,76,77	I1, I1, I1	Response given	1

NOTE: THE RESPONSES TO THIS QUESTION HAVE BEEN WRITTEN OUT AND TALLIED BY INSTITUTION.

32. Employed?	78	I1	Missing, no answer circled	0
			Yes	1
			No	2
			More than one response	9

Variable Name	*Position*	*Format*	*Comments*	
33. Hours/week employed	79	I1	Missing, no answer circled	0
			Not employed	1
			Work only occasionally	2
			1-10 hours per week	3
			11-20 hours per week	4
			21-30 hours per week	5
			31-40 hours per week	6
			More than 41 hours per week	7
			More than one response	9
34. Job location	80	I1	Missing, no answer circled	0
			Off campus	1
			On campus	2
			Not applicable	3
			More than one response given	9
1. Protocol code	1-4	I4	Missing, no answer given	0000
			Comm. Coll. of All. Cty.	0001-0999
			The Loop College	1001-1999
			Loyola University	2001-2999
			Rutgers	3001-3999
			Suffolk University	4001-4999
			Univ. CO, Denver	5001-5999
			Univ. MA, Boston	6001-6999
			Univ. MO, St. Louis	7001-7999
			Univ. of New Orleans	8001-8999
			Washburn Univ. of Topeka	9001-9999
2. Card number	5	I1	Card #3	
35. Is your job?	6	I1	Missing, no answer circled	0
			Work study	1
			Co-op	2
			Other student-related employment	3
			None of the above	4
			Not applicable	5
			More than one response given	9
36. Personal income (independent students)	7	I1		
			Missing, no answer circled	0
			Not financially independent	1
			Less than $6,000 per year	2
			$6,000-$11,999 per year	3
			$12,000-$17,999 per year	4
			$18,000-$23,999 per year	5
			$24,000-$29,999 per year	6
			$30,000 or more per year	7
			More than one response given	9
37. Family income (dependent students)	8	I1		
			Missing, no answer circled	0
			Less than $6,000 per year	1
			$6,000-$11,999 per year	2
			$12,000-$17,999 per year	3
			$18,000-$23,999 per year	4
			$24,000-$29,999 per year	5
			$30,000-$35,999 per year	6
			$36,000-$41,999 per year	7
			$42,000 or more per year	8
			More than one response given	9

Variable Name	*Position*	*Format*	*Comments*	
38. How do you pay?	9-15	I7		
Personal income	9	I1	Not circled	0
			Circled	1
Family assistance	10	I1	Not circled	0
			Circled	1
Employer tuition/reimbursement	11	I1	Not circled	0
			Circled	1
Loans	12	I1	Not circled	0
			Circled	1
Scholarships	13	I1	Not circled	0
			Circled	1
Grants	14	I1	Not circled	0
			Circled	1
Other	15	I1	Not circled	0
			Circled	1
39. Housing	16	I1	Missing, no answer circled	0
			Dorm or residence hall on campus	1
			Room or apartment off campus	2
			Home of parents or relative	3
			Own home	4
			College housing for married students	5
			Fraternity or sorority	6
			Other	7
			More than one response given	9
40. Marital status	17	I1	Missing, no answer circled	0
			Single, never married	1
			Married	2
			Divorced, widowed, separated	3
			More than one response given	9
41. Number of dependents	18	I1	Missing, no answer circled	0
			None	1
			One	2
			Two	3
			Three	4
			Four	5
			Five or more	6
			More than one response given	9
42. Age	19	I1	Missing, no answer circled	0
			Under 18	1
			18-25	2
			26-30	3
			31-35	4
			36-40	5
			41-45	6
			46-50	7
			51-60	8
			61 or over	9
43. Sex	20	I1	Missing, no answer circled	0
			Female	1
			Male	2
			More than one response given	9
44. Race/Ethnicity	21	I1	Missing, no answer circled	0
			Afro-American/Black	1
			American Indian, Alaskan Native	2
			Caucasian-American/White	3
			Mexican-American/Chicano	4
			Asian, Oriental, Pacific Islander	5
			Puerto Rican	6

Variable Name	*Position*	*Format*	*Comments*	
			Cuban or other Hispanic origin	7
			Other	8
			More than one response given	9
45. Father's education	22	I1	Missing, no answer circled	0
			8th grade or less	1
			Some high school	2
			High school graduate	3
			Some college	4
			College graduate	5
			Do not know	6
			More than one response given	9
46. Mother's education	23	I1	Missing, no answer circled	0
			8th grade or less	1
			Some high school	2
			High school graduate	3
			Some college	4
			College graduate	5
			Do not know	6
			More than one response given	9
47. Cumulative GPA	24	I1	Missing, no answer circled	0
			Below 1.0	1
			1.0-1.99	2
			2.0-2.50	3
			2.51-2.99	4
			3.0-3.50	5
			Above 3.50	6
			This is first semester	7
			More than one response given	9
48. Status	25-30	I6		
Veteran	25	I1	Not circled	0
			Circled	1
Foreign student	26	I1	Not circled	0
			Circled	1
Handicapped student	27	I1	Not circled	0
			Circled	1
Financial aid received	28	I1	Not circled	0
			Circled	1
Transfer student	29	I1	Not circled	0
			Circled	1
None of the above	30	I1	Not circled	0
			Circled	1